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ABSTRACT

Providing detailed information on Richland Community College (RCC), in Decatur, Illinois, this report reviews institutional planning, services, and assessment at the college and presents recommendations for improvement. The first chapter reviews the history of RCC, focusing on the college's accreditation history. The second chapter describes RCC's mission and purpose, highlighting the college's position regarding ethics and leadership, while the third reviews administration and governance, including the administrative structure, faculty and staff roles, and self-study procedures. Chapter four describes human resources, providing data on minority student enrollment for fiscal years 1991 and 1992 and on faculty and staff characteristics, while financial resources and services, such as funding sources, budget development, and the RCC Foundation, are considered in chapter five. Chapter six focuses on physical resources; chapter seven examines educational programs, such as the transfer program, technical and vocational programs, development/study assistance programs, and continuing education and community services; and chapter eight describes academic support services. Student development and services are reviewed in chapter nine, including advisement and placement, records, financial aid, job placement, and minority recruitment, while administrative support services are the focus of chapter ten. Finally, chapter eleven examines college assessment, highlighting student achievement data for 1989 through 1991, transfer data, program review, and extra-curricular activities; and chapter twelve presents the institutional plan, listing the 12 primary goals of the college. For each goal, a list of objectives to be achieved, a time frame, the position primarily responsible for the goal, and evaluation strategies are included. (PAA)

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Richland Community College's

Self-Study and Institutional Plan

Spring 1993

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The History of Richland Community College

Chapter One

The History of Richland Community College

Richland Community College, a tax-supported, comprehensive, two-year institution, was established in 1971 by a referendum as required under Illinois Statute. The College was formed by the Decatur Public School District 61 and was first named Community College of Decatur, District #537. The College offered its first classes in Fall 1972 in a remodeled bank building in downtown Decatur.

Because the Illinois Community College Act provided for assignment of unaligned territory to existing community college districts, the Board and staff began soliciting contiguous school districts to join the Decatur college district. That process was completed in 1974 with the assignment of substantial additional territory by the State, and the College changed its name from Community College of Decatur to Richland Community College in recognition of the surrounding farmland and its importance to both the local agricultural and manufacturing economies. No new land was annexed until 1990 when the Wapella School District at the northern end of the District became a part of Community College District #537.

Although the size of the District had stabilized, the location of the main campus moved three times during the first fifteen years. In 1976 and 1978, the College held two unsuccessful referenda to build a permanent campus. By 1978 the temporary building in downtown Decatur was not sufficient to house the growing number of students, so the College moved to new temporary quarters in an industrial park in 1979. In 1984, the College successfully passed a referendum to build a campus, and the staff moved into its permanent home in Fall 1988. The 150,000-square-foot facility, located on a site of 117 acres, holds 44 classrooms and 25 laboratories.

Since then, the campus facilities twice have been expanded. In 1990, an additional building of 12,000 square feet was constructed to provide space for maintenance activities and to house the agriculture/horticulture program. In late 1989, a planning effort also was begun to construct a new community education facility that would serve the business, industrial, and cultural needs of the District. The College had received a $750,000 bequest from the Shilling Trust administered by the First National Bank of Decatur. These funds, coupled with those remaining from construction of the main facility, were set aside to construct the $4.8-million Shilling Community Education Center, a 40,000-square-foot facility scheduled for completion in late 1992 or early 1993. With completion of the Shilling Center, the College's usable square footage will exceed 200,000 square feet.

Today, Community College District #537 includes all of Macon County and parts of Christian, DeWitt, Logan, Moultrie, Piatt, Sangamon, and Shelby Counties. The College has off-campus facilities at the Area Vocational Center, the Decatur Public Library, the YMCA, and the Clinton Extension Center in Clinton, Illinois. Classes also are offered in high schools throughout the District.

Accreditation History

After Richland Community College was founded in 1971, it received correspondent status from the North Central Association of Colleges and Schools on July 28, 1972. After a bi-annual review in November 1974, the College was approved as a candidate for accreditation at the April 1975 meeting of the North Central Association. A second bi-annual review was held in October 1976, and the College continued as a candidate for accreditation by action of the NCA at the April 1977 meeting.

The College prepared its first self-study and applied for accreditation in May 1977. The accreditation visitation occurred in November 1977, and the College was granted full accreditation at the April 1978 meeting of the NCA. Reviews of accreditation were held in April 1981 and March 1986, and the College was granted continued accreditation until 1993.

Response to the 1986 NCA Advice and Suggestions

In 1986, the NCA visitation team made a number of suggestions designed to serve as advice to Richland Community College. Most of the suggestions have, in one form or another, been implemented.

Facility. Some of the suggestions dealt with moving to the new campus, but one concern on the part of the visitation team was that other issues of institutional importance might be neglected because of the planning and effort which went into building the permanent campus. While a great deal of effort did go into passing the referendum and building a new campus, the focus has since shifted to examining college programs and services and developing new measures to achieve quality.

Participation. Another concern was that all faculty, full- and part-time, should be treated as partners in the learning process. Recently, all staff, including part-time, have been involved in the planning efforts associated with the self-study and the long-range plan. Offices have been set up for part-time faculty, and they work with full-time faculty in curriculum development, placement, and retention.

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Faculty ratios. An additional concern was that the College needed to resolve the issue of the ratio of full- to part-time faculty. This situation still is an issue, and until additional funding is provided, it will remain so, both locally and nationally. In recent years, the College has addressed administrative costs and reduced them dramatically in comparison to direct instructional costs, but the ratio of full- to part-time faculty remains similar to what it was in 1986.

Decentralization. Another concern of the NCA Visitation Team was the limited opportunity for employees' involvement in decision-making at Richland. The development of the entire self-study process including the initial Delphi Survey has allowed this participation. However, the level of participation in the self-study and long-range planning process will determine the success of these new efforts at decentralization and involvement.

Staff Utilization. A job flow analysis was recommended in order to determine the optimum number of support staff. However, since the last visitation, the number of support and administrative staff has decreased. The College currently is investigating the process of mapping, which will require extensive training and staff development.

Programs. The team suggested that the College look at new programs in agribusiness or related fields. The College already had begun a horticulture program and, in cooperation with Archer Daniels Midland Corporation (ADM), has developed two new associate degree programs in grain elevator management and in food processing technology. Other interdisciplinary efforts are underway to set up programs with A. E. Staley Manufacturing Compay and ADM for computer integrated manufacturing processes. These new ag-related programs better serve the economic and educational needs of this District.

Several other team suggestions centered on other degrees and marketing the associate degree not only to students but also to prospective employers. Since 1986, the College has changed many of its degrees, eliminated degree programs, and restructured the Associate in Science and Associate in Arts degrees.

Mission. Another suggestion was a review and revision of the College's mission and goals. The mission statement also was identified as inadequate during the Delphi Survey. As a result, a retreat between the Board and the administrative staff in 1991 concentrated on identifying the District's needs and formulating appropriate goals. Following that, the President of the College drafted the new mission statement, and, together with the College Mission Task Force, reviewed the statement and distributed it throughout the institution for amendment. It was reviewed by the Board of Trustees through most of 1991, and adopted in April 1992.

Communication. The 1986 visitation team also suggested regular communications with staff. The College's weekly bulletin and the monthly newsletter, enRICH, which first was published in September 1991, partly fulfilled this need. College staff meetings now have been scheduled on a regular basis, and a new procedure of setting up town meetings now is under discussion.

Development. The NCA team suggested that the College appoint a single person to coordinate all development activities. While the College does have a half-time person who works with the Alumni Association and the Foundation, no single person works primarily on grant writing. Although this is identified as a priority in the long-range plan, another administrative position of this type cannot be funded. Therefore, someone with the proper talent within the institution will need to be identified.

Student Involvement. Finally, the team suggested that students have input about lounges and facilities associated with student extra-curricular activities. The Student Senate has been involved in choosing furnishings for student space in the new facility and has made a series of recommendations about walking trails, grounds, furnishings, and other student concerns, many of which have been implemented. The Student Senate also has committed $50,000 to purchase equipment for a fitness center, which was recommended by and supported by students.

Overview, Purpose, and Organization of the Self-Study Plan

The College President initiated the self-study and long-range plan when he stated, "1990 is the year that the people who are this College are going to decide who we are and what we are going to become. We are going to review and redefine our mission and purpose, and we are going to decide the manner in which we are going to achieve our purpose with distinction."

After the process of organizational study and revision was approved by the Board of Trustees, the challenge was issued to the College staff to become more innovative, adaptive, and responsive to the people whom the College was to serve. A process then was created so that the College community could become involved in planning the College's future, a process that would foster a climate of teamwork, trust, and collaborative work.

In January 1990, the College staff participated in a Delphi Survey, which required that staff identify the three most important problems facing Richland, the three most important opportunities, and three plans of action. The survey also asked for preferences regarding the self-study and long-range planning process. The results of the Delphi Survey, presented to the staff in Spring 1991, were used not only to develop the process for the self-study and long-

range plan but also to identify areas needing immediate review. The staff indicated a preference for a process that involved everyone from all levels of the organizational chart and that involved task force groups composed of participants from all disciplines and professional fields. In other words, they wanted a process that operated out of a structure other than the current one. Further, the Delphi results identified specific areas for review: academic administration, the community, students, faculty, new positions, financial affairs, and mission and goals.

Following the presentation of the Delphi data to the staff, a retreat between the administrative staff and the Board of Trustees in Summer 1991 centered around four topics: the College's mission, achievement of mission, relationship to the community, and governance and administration.

During the summer the administrative staff identified sixteen task forces to develop a long-range plan and prepare for the self-study using the results of the Delphi Survey as well as the requirements of the North Central Association. At the Fall 1991 Workshop the voluntary task forces were formed, group leaders were selected, and the work was begun. Each group was charged with reviewing areas of concern, establishing priorities, and setting the focus of its study.

The task forces mandated by the Delphi Survey and the North Central Association included the following groups:

- College Mission Task Force
- Governance and Administration Task Force
- Human Resources Task Force
- Financial Resources Task Force
- Foundation/Alumni Task Force
- Facilities Task Force
- Transfer/Baccalaureate Program Task Force
- Technical Program Task Force
- Developmental/Remedial Task Force
- Continuing Education/Community Services Task Force
  (Originally two task forces but combined to one)
- Academic Support Task Force
- Student Development and Services Task Force
- Administrative Support Services Task Force
- College Effectiveness and Assessment Task Force
- Quality of Institutional Life Task Force

For a full description of the task forces and their purposes, see Appendix 1.1.

The task force structure was informal and encouraged participation from all levels. Task force chairpersons became members of the Administrative Council, the internal governing body of the College. The objectives were to decentralize decision-making, thus enhancing recognition of the value of all College employees, to increase the flow of information to all employees, and to develop lateral rather than vertical communication through tapping expertise and knowledge from all areas.

Because of the manner in which the self-study and long-range plan process evolved, three purposes would be served: to meet the NCA's criteria for continued accreditation, to provide a general direction for a new kind of decision-making at the College, and to develop a long-range plan for providing direction for continued service to the community.

The goals of the self-study and long-range plan became three-fold:

1. To unite the College's human resources in a common purpose,

2. To involve the entire College in evaluating performance and assessing the present and future needs of the community, and

3. To renew the College's mission and formulate new goals and objectives and implement the goals and objectives through a long-range plan.

Appendix 1.2 is the list of Self-Study and Long-Range Plan Task Force Chairpersons.

General Institutional Requirements

Richland Community College meets the general institutional requirements as established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

1. Mission and Authorization

a. Richland Community College has a formally adopted mission statement which is published in the College Bulletin. The Mission Statement is inclusive of the requirements of the Illinois Public Community College Act of 1965, as amended, and the rules of the Illinois Community College Board. Further, the mission statement reflects the unique character of the College and the community it serves.

b. Richland Community College is an institution of higher education which provides post-secondary educational programs as well as programs designed to assist students to achieve the abilities needed to engage in post-secondary education.

c. Richland Community College is authorized under the Illinois Public Community College Act to confer the Certificate of Technical Study, the Associate of Arts Degree, the Associate of Science Degree, the Associate of Applied Science Degree, the Associate Degree in Nursing, and the Associate of General Studies Degree.

d. Richland Community College has legal authority to confer the degrees and certificates noted above, said authority being granted by the Illinois Community College Board.

e. Richland Community College is authorized to conduct its activities in District #537, the counties of Christian, DeWitt, Logan, Macon, Moultrie, Piatt, Sangamon, and Shelby. Further, the College is authorized to offer extension programs at sites throughout the State of Illinois and in the United Kingdom, said authorization granted by the Illinois Community College Board.

2. Educational Programs

a. Richland Community College is a two-year college offering certificates and degrees commensurate with the role, scope, and mission of a public community college. All associate degrees reflect two-years of education, and basic certificates reflect shorter-term programs of a technical and vocational nature.

b. The primary educational programs offered by the College are the associate degree programs in the baccalaureate and technical fields. Baccalaureate programs in the arts and sciences are articulated with regionally accredited, four-year institutions located in the State of Illinois. Two-year technical programs are designed around the employment, manpower, and training needs of the regions served by the College.

c. The undergraduate programs of the College which lead to the associate degree are two years in length at a minimum. Shorter-term certificate programs are available in technical areas and the technical programs are designed to respond to the needs of business and industry in the region.

d. Richland Community College offers a general education program which is a part of the Associate of Arts and Science degrees. Also, general education requirements are a portion of all technical degrees, these requirements being determined partially by the content of the degree program. The general education programs required by Richland Community College are consistent with the articulation agreements between Richland Community College and the four-year colleges and universities in Illinois. These requirements require broad-based study in both the arts and sciences including direct experience with laboratory sciences.

e. Richland Community College requires that students who completed certificate and degree programs demonstrate the skills to further their education at a four-year college or to enter their chosen employment field. The College guarantees its associate degree programs and will provide either tuition refunds or retraining for individuals who can demonstrate that they did not acquire the education or skills necessary to transfer to a four-year institution or enter a field of employment.

3. Institutional Organization

a. The Board of Trustees of Richland Community College is legally constituted in accordance with the Illinois Public Community College Act of 1965, as amended, and in accordance with the rules of the Illinois Community College Board. The Board of Trustees publishes for public review a Policy Manual which stipulates the operating rules of the Board of Trustees and the major policies of Richland Community College.

b. In accordance with the Illinois Public Community College Act of 1965 as amended, the Board of Trustees is elected by popular vote of the residents of the Richland Community College District #537. Trustees are elected to staggered six-year terms at bi-annual elections.

c. The Board of Trustees, in accordance with the Illinois Public Community College Act of 1965, has the authority to hire and designate responsibility to an executive officer. Through its policies, the Board delegates responsibility to the executive officer to provide leadership for the College.

d. Richland Community College employs individuals who are qualified by education and experience to

teach in both the baccalaureate and technical programs. The College conducts regional and national searches in order to find the most competent faculty available.

e. Richland Community College publishes admission policies which are determined based upon the College's mission and the degree programs offered. These admission policies are contained in the College Bulletin and in the College class schedules which are published three times a year and made available to the public.

f. Richland Community College has identified the students it serves in its mission and goal statements. The College admission policies, derived in part from the Illinois Public Community College Act, recognize individual differences among students and are appropriate to the educational requirements of the various programs. Admission policies and practices require remedial and developmental activity of some students whose previous academic background indicates it is necessary in order to achieve success in their chosen fields of study. These policies and practices are published in the College's Bulletin and class schedules.

4. Financial Resources

a. Richland Community College has the financial resources sufficient to provide for the activities and functions necessary to achieve the College's mission.

b. On a competitive basis, the Richland Community College Board of Trustees selects an external auditor to review the College's financial and accounting practices. The College's auditor must be a certified public accounting firm, and the reports of the audit are made public on an annual basis. The auditor is required to file a report which is consistent with the Single Audits Act, the Fiscal Management Manual of the Illinois Community College Board, and the Illinois Public Community Act.

5. Public Disclosure

a. Richland Community College publishes a College Bulletin and other appropriate documents. These documents provide information about the College, its policies, its procedures, its programs and services. College documents are published quarterly, annually, and bi-annually. The College Bulletin is published every two years. College class schedules, admission procedures, and tuition charges are published three times a year in the College class schedule. College brochures about specific programs and services are published on an as needed basis and are available for all College programs and services. The academic credentials of the College's faculty and administrative staff are published in the College Bulletin.

b. Richland Community College makes available on an annual basis accurate information which describes the College's financial position. The College's audit is a public document as are the College's abbreviated financial statements. The abbreviated financial statements are published annually in newspapers located in the College District.

College Mission and Purpose

Chapter Two

College Mission and Purpose

NCA Criterion 1: "The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

Richland Community College is a comprehensive community college operated in accordance with the Illinois Public Community College Act, fulfilling the requirements of the Act and is recognized by the Illinois Community College Board. The Public Community College Act in Illinois requires that the community colleges be comprehensive, offering courses in the liberal arts and sciences and general education, adult education courses, and courses in occupational, semi-technical or technical fields leading directly to employment. Further, it requires that at least 15% of all courses taught must be in fields leading directly to employment, one-half of those courses to be in fields other than business education.

Although the mission of a comprehensive community college is prescribed by statute, the nature of the institution, its distinctions and services, are defined by the faculty, staff, and Board of Trustees. The first mission statement for the College was written shortly after its 1971 founding. In the 1990 Delphi Survey the staff indicated a need to unify and redefine the College mission: to align individual and group goals, to establish long-term goals, and to develop a method to evaluate their success. These initial criticisms of the goals and mission statements for the College were discussed by the Administrative Council and at the Board/Administrative retreat conducted in Summer 1991. The Board adopted the final version of this document this spring.

Simultaneously, the staff and Administrative Council discussed ethics and prepared ethics statements for the Board of Trustees, the chief executive officer, and other administrators to establish a tone and viewpoint for the behavior of the College's administrative staff and Board of Trustees. The ethics statements were adopted by the Board. During the discussions in Summer 1991, it was decided to include the two statements on leadership and ethics with the College's mission statement as it evolved. Included in the draft were the "Tenets of Community College Trusteeship" and the "Administrator's Creed." The entire document then was given to the College Mission Task Force and circulated throughout the institution during 1991. When consensus was achieved, the statement was presented to the Board for final adoption in April 1992.

Richland Community College Mission Statement

Introduction

Richland Community College was founded in 1971. At that time, its mission statement identified it as a comprehensive community college which required that it offer baccalaureate, technical, continuing education, and community service programs. During the past two decades, that is what the College has done. The people of the District have benefitted and prospered from the services the College has offered.

As the College celebrates its 20th anniversary, its basic purpose and mission have not dramatically changed. What has changed, however, is the scope of activity and the manner in which it occurs. The world is not the same as it was in the 1970s. The 1990s will place demands on Richland Community College that are far different than they were 20 years ago. The world has moved away from the mass production economy of the past to a new economy which retains the elements of mass production but adds to it new standards for quality, variety, customization, convenience, and timeliness. Yesterday's community colleges measured their success by how many students they served. Tomorrow's community colleges will measure their success by how well they serve. For a college to serve well, it must commit to always improving standards of quality. It must commit to providing education, programs, and services in a multitude of ways to diverse people at ever-changing times and places.

The faculty and staff of Richland Community College are committed to meeting the challenges of the new economies and technologies. They are committed to providing the leadership and education required to create a talented pool of people who will help Central Illinois grow and prosper in an increasingly complex world. The following statement of purpose and mission and the requisite goals which will follow outline the blueprint, the plan, and the process by which Richland Community College will meet the challenges of the next century.

Statement of Purpose

The primary purpose of Richland Community College is to improve the quality of life in Central Illinois by actively serving the educational needs of the people, organizations, and institutions it serves. The College pledges to provide equal access to education and training for all citizens regardless of race, age, sex, religion, national origin, ethnic background or disability.

College Mission

The mission of Richland Community College is to offer educational programs which enable students to achieve their potential through higher education by obtaining the abilities, attitudes, and skills needed for personal and professional growth.

Richland Community College achieves its mission and purpose by offering the following programs:

1. The first two years of a baccalaureate education;

2. Technical courses, certificates, and degrees designed to provide job training, retraining, and upgrading of skills;

3. Basic educational skills designed to prepare students to engage in college level study;

4. Continuing and community education courses and programs designed to provide and encourage opportunities for lifelong learning;

5. Student development programs and services designed to help students identify educational and career goals, set realistic career paths, and develop skills necessary to achieve intellectual and personal growth;

6. Academic programs and services which provide supplemental support to both teaching and learning;

7. Community education activities and programs which complement, enhance, and contribute to the growth and enrichment of students and the community both inside and outside the classroom; and

8. Community service activities and programs which promote linkages with business, industry, and governmental agencies designed to meet the changing needs of the market place and to promote economic growth in Central Illinois.

Ethics and Leadership

In September 1989, the staff of Richland Community College developed two statements to guide its leaders and managers. The first statement, prepared at the request of the Board of Trustees, provided a framework for good trusteeship. The second statement provided a framework for leadership and management.

The statements were adopted by the Board of Trustees in March 1990. The purpose of the statements is to establish a viewpoint, framework, and tone from which the College's leaders will lead.

The Tenets of Community College Trusteeship

The community college is an egalitarian institution committed to the principle that higher education should be available to every person who can benefit. The purpose of a comprehensive community college is to serve all who then can serve to build a better society.

The primary task of the Board of Trustees is to serve as a regenerative force, always expanding and improving the College's service to people. Given this basic condition, the activities and deliberations of the Board of Trustees will be governed by the following tenets:

About Allegiance

Trustees have but one allegiance, that is to the institution and its mission. Representing special constituencies dilutes trust and undermines institutional mission.

About Commitment

To achieve distinction requires commitment, and commitment requires the devotion of time, thought, energy, effort, and ability whenever needed.

About Distinction

The Board of Trustees has the authority and the autonomy to be original, creative, and regenerative; that is its responsibility. If the College is to become an institution of distinction, it will be because the Board demonstrates and requires distinctive service.

About Evaluation

Purpose achieved with distinction does not occur in a vacuum. It occurs because there is a Board desire for distinction and willingness to measure how well it is achieved.

About Power

Power rests mostly with the Board of Trustees but also extends far beyond it. Trustee power and influence well used will result in staff power and influence well used; students will be served.

About Purpose

The purpose of an educational institution is more than a Board decision. It is a Board responsibility. Defining the institution is a critical task which requires continuing review.

About Service

All activities in which the College engages--teaching, serving, and guiding--must be evaluated by their effect upon students and community. How the College serves its community, how it serves and prepares its students are fundamental criteria by which the College must be measured.

About Teamwork
The Board consists of individuals with differing values and beliefs, and debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board decisions must be team decisions.

An Administrator's Creed

The moral character of an educational organization is reflective of its leadership. Among those involved in the art and science of teaching, it is imperative that both teachers and leaders demonstrate a strong commitment to good principle and ethical behavior.

The fundamental contributions of education to society demand commitment to exemplary values. Educators influence, shape and teach the values, attitudes, and beliefs which create tomorrow. As a consequence, they are charged with the responsibility to husband, advance, and improve upon the values and beliefs which sustain and characterize a people.

Educational leaders at Richland Community College believe and practice the following principles:

About Creativity
Experimentation and originality are integral to the process of educational achievement; they should be more than encouraged, they should be sponsored.

About Expectations
In a productive and harmonious work environment, there are clear standards and expectations for employees and the employer. Policies and procedures are common knowledge as is the process for changing them.

About Learning
The most important thing about education and learning is quality; the measure of quality will be found in the achievement of students.

About Objectivity
The relationship between the institution and an individual is stable and harmonious where impartiality and reason guide the belief and conduct of the institution's leaders.

About Openness
The College is founded in the public trust. Its leaders and managers not only have a responsibility to continually inform the students, staff, and public about the institution's goals but also its progress towards achieving them.

About People
People generally wish to contribute to society. They have dignity; they have worth. Where dignity and worth are valued, positive contributions will be abundant.

About Respect
All things deserve consideration, be they man-made or natural. Nothing and no one should be summarily ignored or rejected. There is something to be learned from everyone and everything.

About Risk
Leadership requires risk. Risk brings victory or defeat. It requires courage to face defeat and humility to live with victory.

About Trust
Educational leaders must demonstrate faith and reliance on the integrity and ability of people. This trust is both a concept and an emotion. It requires leaders to rely on others.

About Truth
Truth is beyond quantification. It is a way of thinking which demands sincerity and integrity. It is a way of living: straight-forward, candid, and simple.

Administration and Governance

Chapter Three

Administration and Governance

Criterion Two: "The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

Introduction

The Delphi Survey uncovered general weaknesses in administration and governance:

- Currently unfilled administrative positions.
- Excessive administrative costs.
- A lack of leadership and supervisory training.
- The absence of a college-wide governing body.

The current structure is an idealistic one based upon the functions of a comprehensive community college and has been undergoing revision since 1989, particularly in response to the Governance and Administration Task Force's recommendations. Administrative positions have evolved over the entire 20-year history of Richland Community College.

The Legal Basis for Governance

Richland Community College is governed in accordance with the Illinois Public Community College Act. It has an eight-member board, seven of whom are elected at large by the citizens of Community College District #537. The eighth member is a student trustee who is elected annually by the students. The legal authority for the operation of the District is granted to the Board of Trustees through the Illinois Public Community College Act. Members of the Board have authority only when acting as a Board-in-whole in open session. Beside being subject to the Public Community College Act, the Board also is subject to additional Public Acts, such as banking and finance, contracts, employment and record-keeping, and local government, which affect the operations of the District.

Members of the Board serve without compensation but may be reimbursed for reasonable travel expenses incurred as members to conduct business of the Board. Regular Board meetings are scheduled for the third Tuesday of each month. Special meetings are called whenever necessary, and the Board meets in retreat at least once each year to discuss issues associated with Richland Community College.

The Board publishes a *Policy Manual* of Richland Community College. This manual, last adopted in May 1992, delineates all the policies and procedures of the Board and serves as a basic agreement with the College staff and the community. Changes in the document require written motions which cannot be acted upon until the next regularly scheduled meeting after a formal presentation and reading. A quorum is required for adoption of any amendment, alteration, deletion, or addition to the policy manual. In actual practice, new policies have stood for three readings and sometimes more.

The College's Administrative Structure

The current organizational structure was adopted in 1990. Previously, many administrative positions were based on the skills of the staff members available rather than on an ideal college structure. The new administrative structure also required eliminating unnecessary positions; most of these changes have taken place through attrition. Since 1990, the structure has undergone some minor changes, resulting in realignments of some functions in order to carry them out more efficiently.

Appendix 3.1 shows two organizational charts: the traditional structure, and an alternative, flattened structure that is being discussed as of this writing.

New administrative positions appear on the organizational chart although some others currently are not staffed. One of the Delphi Survey criticisms of the organizational structure of the College was that too much money was allocated to administration in comparison to other functions and that the duties performed by some administrative offices were not always understood. Further, the staff felt that the College needed a Director of Personnel, a Director of Marketing and Public Information, and an administrator of vocational and technical education. In the organizational restructuring of 1990, these positions were added but not immediately filled. Eventually, Personnel and Marketing were filled when other administrative positions such as Directors of Institutional Studies and Special Projects were eliminated. Current unfilled positions include the leadership position in continuing education and the leadership position in developmental education. Also, the position in vocational/technical education has been merged with leadership for the Business Division. Although the organizational chart continues to evolve, the main elements should remain fairly stable.

The organizational chart reveals three levels of management: the President, the Deans, and the Associate Deans.

The President's Office has four staff positions in Personnel, Marketing and Public Information, Institutional Advancement, and Business and Community Development. The Center for Business and Community Development is responsible for the College's credit and non-credit eco-

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nomic development programs which serve business and industry and other elements of the community requiring assistance. This office assumes some of the duties that would be the responsibility of a Dean of Continuing Education in some colleges.

The Deans are the primary operating officers of the College. They serve in Student Development and Services, Financial Services, Administrative Services, and Instruction. Instruction includes the typical alignments of the academic divisions to include business, communications, industrial technology and mathematics, social and natural sciences, and nursing. Each of the academic divisions is led by an Associate Dean. Also, an Associate Dean is responsible for the Learning Resources Center which includes graphics and printing. Another area of Instruction includes continuing education. This position remains vacant; however, the Director of the Clinton Extension Center coordinates all other extension centers through the District. Finally, there is a Director for Adult Education and Literacy.

Faculty and Staff Roles in Governance and the College's Committee Structure

The College's long-standing committee structure allows faculty and staff participation in the governance and administration of the College. Currently, 21 ad hoc and standing committees administer a wide range of College business including scholarship awards, commencement ceremonies, curriculum, and academic appeals. (See Appendix 3.2)

Committee composition ranges from all administrators to a blend of administrators, faculty, and sometimes students, such as is the case in the Academic Policies and Appeals Committee. All 19 committees have administrators as members, 12 have at least one faculty member, six include at least one student member, and two include at least one support staff member. The Governance and Administration Task Force has recognized the problem of little or no formal role for faculty and staff in governance except through this committee structure. Prior to 1981, when the faculty union was organized, the College Council, a college-wide forum, regularly met, but since then only occasional meetings with all staff present have been held to discuss issues of importance.

The primary venue of interaction shifted to collective bargaining units. The full-time faculty organized and have been represented by the American Federation of Teachers. In 1989, the support staff organized and were represented by the Allied Industrial Workers of America until the union was decertified by the employees on July 1, 1992. Through these organizations, college employees have attempted to gain some input into decisions concerning salary, working conditions, and college finances. During this year, moreover, the faculty and administration decided to negotiate without bringing in outside assistance on either side. The negotiation process lasted less than two months, and a five-year contract was signed with annual reopeners for wages and insurance, and, in the fourth and fifth years, for two mutually agreed language items.

Governance and Administration Self-Study

The Governance and Administration Task Force surveyed staff to determine how they perceived their participation in the governance and administration of the College. In 1986, the self-study stated,

> "... For some time faculty has perceived a lack of administrative interest in faculty concerns. Many believe that this failure to listen and respond was instrumental in the formulation of the faculty union. Although the College community, almost to a person, worked diligently together to pass a campus building referendum, the feeling of unity did not last and an opportunity to address the administration-faculty condition of discontent was ignored."

The survey conducted by the task force indicated that some of the same attitudes still existed in 1991. For instance, 67% of the respondents indicated that they did not feel that the staff and faculty of the College had an adequate role in the governance and administration of the College. Another 53% did not perceive the Board of Trustees as well informed regarding important issues at the College. Responses to two other questions support the same sort of conclusion. While 50% of the respondents agreed or strongly agreed with the statement that "faculty and staff roles in governance are best fulfilled in a committee structure," fewer than 25% of the respondents agreed or strongly agreed that "the committee structure at Richland functions effectively as an administration/governance mechanism." Also, 56% proposed the reorganization of a single council or senate composed of faculty and staff to provide input on non-bargaining matters. In summary, most employees perceive a College administrative structure that adequately meets the needs of the College and functions well in the day-to-day business of the College.

However, for many years, the faculty have felt left out of the governance process. This problem never has been successfully addressed and may be at least partially responsible for the unionization of both faculty and support staff. This same lack of empowerment was behind the support staff's organization in 1989, when they felt personnel practices were inconsistent.

Conclusions

Based upon the discussion and review of the survey, the Governance and Administration Task Force drew the following conclusions:

- The administrative structure at Richland needs little or no adjustment.
- Without significant revision of faculty and staff involvement in governance, Richland will continue to suffer from internal political conflict.
- The College must reduce administrative costs as part of a master plan to cope with financial constraints.

Results of the Administration and Governance Self-Study

Many of the problems identified by the Delphi Survey were immediately addressed. A new personnel director and a new director of marketing and public information were hired; new personnel and Board policies were written; a leader was found for vocational/technical education. All of these changes were made without increasing administrative expenditures because some administrative positions were eliminated through attrition or reassignment.

While these administrative changes were being made, the number of faculty positions grew marginally, a situation which fostered negative perceptions in academic divisions. Among the support staff the negative perceptions were widespread because of the confusion of "governance" and "administration" with the union structure with which some were dissatisfied. One response to these perceptions was the involvement of faculty and support staff in the 16 task forces convened to address issues raised by the Delphi Survey and by the need to produce a self-study.

In actuality, institutional support costs have decreased dramatically since 1982, even as expenditures for instruction have increased, as Appendix 3.3 shows.

In order to remove these misperceptions and to build awareness, staff development programs have been instituted for the College's leaders in all job categories. Seminars have been conducted on team building, group decision-making, total quality management, and mapping. All of the activities are focused on participatory decision-making processes, and the College's committee structure is under critical review as well.

Additional action is needed in several areas. While the College's administrative structure is adequate to meet the needs of a comprehensive community college, positions in continuing and developmental education need to be filled. These recommendations were made by the Continuing Education and Developmental Education Task Forces. All of these changes should be possible without increasing administrative costs.

The College's committee structure suffers from a perception that limited teamwork provides the few opportunities for staff input and feedback. In fact, the planning studies and other activities that have worked successfully have occurred outside of the College's traditional committee structure. The standing committees, particularly those associated with the academic functions of the College, do not distribute minutes and appear to operate in a vacuum. Although in 1991 an attempt was made to inform the staff about committee activities and structure, it has had little impact. Therefore, a thorough and focused review of the committee structure needs to be undertaken, emphasizing the need for team building and team work.

Finally, the staff seeks the re-establishment of a faculty council, college council, or other formal body. At this time, no such body exists because some staff have been unwilling to pursue this option for fear of creating a dual governance system with the union on one side and the new council on the other or with the council supplanting the union's role. Such dual governance systems have been set up in other colleges but in some cases have caused more conflict than healing. As a consequence, the College's leaders have opted initially to work primarily with the faculty union in the hope of developing a stable relationship.

Recommendations

Chapter 3 - Administration and Governance

1. Continue a review of the organizational structure and committee structure to foster group decision-making,team building, and team work.
2. Consolidate all developmental and remedial programs under one leadership position by 1993 without an increase in administrative expenditures.
3. Define the continuing education function and reassign a director by 1993.
4. Eliminate the night administrator position and spread his duties among current administrative staff.
5. Review and reduce the costs where necessary for all administrative and support centers to reflect the average unit costs for the community college system in the State of Illinois except when that particular unit provides a service that is not typical and calculated into the state averages.
6. Continue working directly with the faculty union to develop problem-solving processes which address the needs of the whole institution.
7. Review administrative support operations such as bookstore operations and purchasing and receiving to determine possible reductions in administrative costs, increased productivity, and better service for students.

Human Resources

Chapter Four

Human Resources

The College could not function without adequate resources. While the College's physical and financial resources are addressed in other sections of the Self-Study, this section focuses on human resources, the backbone of the College. The College's success in fulfilling its mission is contingent upon two critical groups: students and staff, each dependent upon the other. Without these two important resources, the College could not exist. The College is dedicated to providing equal access and equity to these important groups.

Student Characteristics

The College admits to its programs students who have earned a high school diploma or GED. No tests are required for admission; however, test information is helpful to college advisers who assist students with their educational planning.

Test scores are used for placement in English and mathematics courses. Therefore, students are encouraged to take national college entrance tests such as the ACT. High school students can enroll for high school credit or credit in escrow with the permission of the high school principal.

Enrollment

The College exists for students. More than 7000 students of diverse backgrounds, ages, and cultures with diverse needs have enrolled at the College during the past two fiscal years. About 75% of the students who attend Richland are over 21. Approximately 25% of the recent high school graduates from the 18 high schools within the District attend Richland.

More than 4000 students have enrolled each semester (Fall and Spring) during the same period. The majority of students live within Richland Community College District #537 and commute to the campus.

Fall enrollments at the College have shown steady increases during the last four years. While the enrollment of female students seems to have peaked, full-time student enrollments have continued to climb.

Fall 10th Day Enrollment Status
By Enrollment Status and Gender

Fall	Male	Female	Full-Time	Part-Time	FTE	Total
1992	1,613	2,497	1,183	2,927	2,138	4,110
1991	1,502	2,348	1,165	2,685	2,007	3,850
1990	1,372	2,428	1,028	2,773	1,889	3,801
1989	1,431	2,457	975	2,913	1,869	3,888
1988	1,433	2,310	898	2,845	1,762	3,743

The College has served just as many students during the past few Spring Semesters. The demographics of 4000 plus students enrolled Spring 1992 were consistent with previous semesters. They showed:

- 29% were full-time (12 credit hours or more)
- 59% were women
- 41% were men
- 21% were new students
- 10% took off-campus classes
- 29.1 was the average age

While the profile of the student body has changed gradually to reflect more full-time, older, degree-seeking, day-time students, minority enrollment continues to hold around 10% compared to 13% a decade ago.

Although minority enrollment during the past two fiscal years has remained virtually the same, the number of minority students enrolling in transfer and vocational/technical programs has increased. The increase of minorities enrolling in all two-year programs is due, in part, to the implementation of the Transfer Center which opened in Fall 1990.

The Transfer Center's purpose is to increase the number of minority students who enroll in a transfer program, who earn a two-year degree, and who subsequently earn a baccalaureate degree. Center services include individualized assistance in program planning, referral to supportive services, and workshops and seminars designed to promote positive self esteem, personal growth, and academic success.

The overall GPA of minority students for FY92 was 2.35 (4.00) compared to 2.37 in FY91. While the percentage of minority students earning transfer degrees declined slightly in FY92, the number of minority vocational/technical graduates showed a significant increase.

Semester retention rates for minorities ranged from 79% to 85% during the past two fiscal years.

Minority Student Data

	FY91		FY92	
	Min/Total	%	Min/Total	%
Enrolled	746/7072	10.6	802/7617	10.5
Transfer Program	201/2275	8.8	255/2582	9.9
Voc/Tech Program	231/2903	7.9	314/3265	9.6
Overall GPA (4.00)	2.37	N/A	2.35	N/A
AA/AS Graduates	15/227	6.6	13/229	5.7
Voc/Tech Graduates	10/140	7.1	13/145	9.0

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Minority Retention Rates

	FY91			FY92		
	Beg	End	%	Beg	End	%
Summer Enrollment	173	143	82.7	154	131	85.1
Fall Enrollment	350	277	79.1	354	301	85.0
Spring Enrollment	326	274	84.0	450	379	84.2

Besides the Transfer Center, another College program designed to promote higher education among minority students is the College Futures Program. This program, established in 1986, was created to motivate African-American high school juniors and seniors to consider higher education an attainable goal. It was later expanded to include 6th, 7th, and 8th graders. During the past fiscal years, the program has served more than 160 6th, 7th, 8th, 11th, and 12th graders. Although not all of the College Futures students attend Richland after high school graduation, approximately 75% continue postsecondary training.

The College already has begun to implement other initiatives to increase the number of underrepresented ethnic groups who enroll. A Multi-Ethnic Advisory Committee has been established to provide input into recruitment, retention, and other initiatives to meet the needs of the diverse population the College serves. The College currently is looking at ways to promote multiculturalism in the curriculum through in-service training activities and through extracurricular activities.

Female students make up the greatest percentage of the College's enrollment. The College enrolled 4296 female students in FY92. Of the students enrolled in a transfer program 64% were females. Of the students enrolled in a vocational/technical program 48% were females. Females also represented 58% of the transfer program graduates and 66% of the vocational/technical graduates. The overall GPA for female students was 2.89. Demographic data for females for FY91 showed significantly higher percentages.

In FY92 the College served 50 disabled students. This represented .7% of the College's total enrollment for that year. Although the number of disabled students was not proportionately high, the services available to meet the needs of disabled students were exemplary.

Assessment

The proper placement of students in courses is critical to their success. Many freshman-level courses at Richland require eligibility for English 101 (Composition 1) as a prerequisite. The number of placement tests administered to determine eligibility for English composition and mathematics has increased dramatically during the past three years. More and more underprepared students are enrolling at the College as evidenced by the number of sections offered and the number of students placing in developmental English and mathematics.

More and more students in need of financial aid also are enrolling at Richland. In FY 91, 1699 students received financial aid totaling $1,613,913. The Richland Community College Foundation alone provided more than $35,000 in scholarships. The College offers an Honors Program for currently enrolled college students who have completed 12 semester hours of college level work and have maintained a 3.50 grade point average and recent high school graduates who have an ACT composite of at least 25 with no score lower than 20. The Honors Opportunities Program is one of the ways that the College recognizes high academic achievement. Although the Honors Program is not considered a financial aid program, it does provide a 75% tuition waiver to those who are selected to participate.

Personnel

Full-time staff members are classified into one of seven categories: faculty, academic support, administrative, supervisory, professional/technical, clerical, and custodian/maintenance. Currently a total of 143 full-time staff members are employed at the College. Detailed descriptions of each classification can be found in the *Board Policy Manual* and in the *Staff Handbook*.

Personnel Classification of Full-time Faculty and Staff

Faculty	46
Academic Support	5
Administrative	15
Supervisory	11
Professional/Technical	11
Clerical	50
Custodian/Maintenance	5

Demographic information reveals that 10% of the full-time staff are members of underrepresented ethnic groups. The College currently employs two African-American faculty, one Asian faculty member, and one Native American faculty member, two African-American administrative staff members, three African-American professional/technical staff, and six African-American clerical staff.

Ethnic Distribution

	Asian	Black	Native American	White	Totals
Faculty	1	2	1	42	46
Academic Support	0	0	0	5	5
Administrative	0	2	0	13	15
Supervisor	0	0	0	11	11
Prof/Technical	0	3	0	8	11
Clerical	0	6	0	44	50
Cust/Maintenance	0	0	0	5	5
Totals	1	13	1	128	143
Percent	.7	9.1	.7	89.5	100

As indicated on the following chart, 86, or 60% of the College's 143 full-time employees are females compared to 57, or 40%, males. Males, however, outnumber females in faculty, academic support, administrative, and custodial/maintenance positions.

Gender Distribution

	Male	Female	Total
Faculty	29	17	46
Academic Support	3	2	5
Administrative	11	4	15
Supervisory	3	8	11
Prof/Technical	3	8	11
Clerical	4	46	50
Cust/Maintenance	4	1	5

The College's 51 full-time faculty are made up of 46 teaching faculty, four counselors (academic support), and one librarian. Qualifications for full-time instructors at Richland include completion of a master's degree or, in the case of an occupational program instructor, equivalent training and experience. The educational credentials of all full-time faculty, academic support, administrative, and supervisory staff include bachelor's degrees for all, master's degrees for most, and doctoral degrees for seven faculty and three administrators.

Highest Degree Acheived

	PhD	Prof.	MA/MS	BA/BS	AA/AS AAS	Total
Faculty	8	-	33	5	-	46
Acad. Support	-	1	4	-	-	5
Administration	3	1	10	1	-	15
Supervisory	-	-	6	2	-	8
Prof/Tech	-	-	4	6	1	11
Clerical	-	-	1	1	8	10
Cust/Maintenance	-	-	-	-	1	1
Total	11	2	58	15	10	96

Vacancies for all positions except professional/technical, clerical, and custodian/maintenance, are advertised internally, locally, statewide, and nationally. Screening committees are involved in the selection process.

The College is an equal opportunity employer and subscribes to the statement that "no one on the basis of race, color, creed, religion, sex, age, handicap, or national origin will be denied the benefits of, excluded from, or subjected to discrimination under any educational program or activity."

The College's workforce represents a fairly broad age distribution. Ten of the full-time staff members have reached or soon will reach retirement age.

Age Distribution

Ages	Fac.	Acad. Support	Admin.	Supvr.	Prof/ Tech	Cler.	Cust/ Maint.
20-24	-	-	-	-	1	-	-
25-29	2	-	-	-	2	7	-
30-34	2	-	1	2	2	6	2
35-39	3	-	1	1	1	8	-
40-44	9	2	-	3	1	12	1
45-49	17	1	8	4	3	7	-
50-54	7	-	2	-	1	4	1
55-59	2	2	2	-	-	3	-
60-64	4	-	1	1	-	2	1
65-69	-	-	-	-	-	1	-
Total	46	5	15	11	11	0	5
Ave.	46.5	49.0	48.3	42.7	37.6	41.5	44.2

The average age for males is 45; the average age for females is 43; the total average age is 44.

Staff turnover is low. The average length of service for full-time staff is 8.0 years. Full-time faculty have an average length of service of 10.3 years. Academic support staff (4 counselors and 1 librarian) have the highest average length of service of 13.6 years.

Length of Service in Years

Years	Fac.	Acad. Support	Admin. Support	Supvr.	Prof/ Tech	Cler.	Cust/ Maint.
0 - 5	19	2	6	6	8	30	2
6 -10	2	-	1	2	2	11	1
11-15	11	-	3	3	1	6	2
16-20	14	3	5	-	-	3	-
Total	46	5	15	11	11	50	5
Ave.	10.3	13.6	9.8	6.3	4.5	5.9	7.0

Part-time faculty are hired on an as-needed basis for specific courses. Approximately 160 are hired each semester. Many of the part-time faculty continue a long relationship with the College. Some have taught classes for as many as eight to 10 years.

Faculty are classified as instructors, assistant professors, associate professors, or professors.

Academic Rank

	Faculty	Academic Support
Instructor	7	1
Assistant Professor	7	1
Associate Professor	10	-
Professor	22	3
Total	46	5

The teaching and non-teaching faculty have been represented by a collective bargaining unit since 1982. Faculty are paid according to a negotiated salary schedule. The salary schedule has six categories reflecting educational attainment or its equivalent. The schedule also takes into consideration years of teaching experience. Each member of the faculty was placed on the schedule according to the following rules:

Educational Attainment or Its Equivalent	
Category I	MA - (All teachers employed by the College are considered to be at least at this level, regardless of training)
Category II	MA + 15 credit hours
Category III	MA + 30 credit hours
Category IV	MA + 45 credit hours
Category V	MA + 60 credit hours, or Ph.D or Ed.D
Category VI	MA + 75 credit hours

Currently, the salaries of teaching faculty range from $21,830 to $44,752. For the first time in the history of the College, the recently negotiated five-year agreement was reached without third-party representation.

The salaries of academic support staff (4 counselors and 1 librarian) are determined by multiplying 1.22 (11-month contracts) or 1.25 (12-month contracts) times the 9-month faculty salary.

Fifteen credit hours per semester is considered a full-time teaching load for all but English composition teachers who teach 12 hours per semester. Faculty may be granted release time for special projects in lieu of a full-time assignment. They also may, in some instances, teach overloads for extra pay. Faculty on average teach 16.86 hours per semester and have 3.4 class preparations.

The primary standard for awarding tenure is effective teaching. During the three-year period prior to earning tenure, a faculty member demonstrates his or her teaching effectiveness through evaluations by students, the Associate Deans, the Dean of Instruction, as well as through self-evaluation.

After a faculty member is tenured, he or she continues to be evaluated by the Associate Dean, Dean, and students.

In 1989, the College's clerical and custodial/maintenance staff also voted to be represented by a collective bargaining unit. No agreement ever was reached, and in July 1992 the members voted to decertify.

Until recently all but the clerical and custodial staff were evaluated annually. Personnel are evaluated in several ways. Informally, supervisory staff are encouraged to meet regularly with their staff to review work and accomplishments. New employees are formally evaluated after 90 days of employment.

In addition, a formal written evaluation of each employee, excluding part-time faculty, is completed annually in January. Employees also are encouraged to complete a self-evaluation at that time. Written evaluations are reviewed in a conference which includes the employee and supervisor; goals for the coming year are set by the employee and supervisor, and both sign the reviewed evaluation. If the employee disagrees with the evaluation, he or she may request a review of the evaluation with the next higher line administrative officer.

Part-time faculty are evaluated each semester by an Associate Dean following a class visit. During the evaluation exercise, part-time faculty are given an opportunity to discuss overall performance and concerns.

Because of pending labor negotiations, the College had not formally evaluated specific support staff since 1989. Now that there is no bargaining unit for support staff, they can be evaluated along with other staff.

Employees who are classified as administrative, supervisory, professional/technical, clerical, custodial/maintenance are paid according to a College salary schedule approved by the Board. Administrative salaries range from $35,000 to $48,000 for directors, $42,855 to $57,693 for associate deans, and $53,000 to $65,000 for deans. Supervisory salary ranges are broken down into levels. Level 1 ranges are $20,000 to $32,000, Level 2 from $31,702 to $36,267,

and Level 3 $36,268 to $44,460. Professional/technical salaries range from $19,695 to $31,701; clerical and custodial/maintenance salaries are divided into 4 levels.

Clerical/Maintenance Salary Schedule 1992/93

Level	Salary Range
1	$11,793 - $15,974
2	13,249 - 17,825
3	14,102 - 18,803
4	21,320 - 28,017

The salaries for general, administrative, and executive secretaries range from $16,410 to $26,816.

Full-time regular employees work 40 hours per week. Part-time regular employees work between 12 and 35 hours per week. All full-time employees receive medical and dental benefits. In addition, all staff pay into the State Universities Retirement System. Administrative, supervisory, and professional/technical staff receive four weeks vacation per year. Support staff receive two weeks vacation per year. Each full-time employee is entitled to one sick day each month. Two sick days can be used as personal leave.

Overall, the College is considered by employees to be a good place to work. Responses to the Delphi Study indicated that Richland has a well-qualified and dedicated staff, that Richland has an attractive, functional, and clean facility, and that real spirit of cooperation and self-worth exists among employees.

Because the College had no centralized personnel function or personnel director prior to 1991, many important personnel functions were non-existent. For example, all personnel matters previously were handled by individual divisions and offices. The lack of coordination by a personnel director and the absence of policies and procedures caused inconsistency and inequity in hiring practices and dissatisfaction among employees. New employees were not formally oriented to the College and, in some cases, were not even aware of all of the benefits available to full-time staff. With the exception of part-time faculty, who received a two-hour evening orientation about the services available to them, no one else received a formal introduction to the College.

Challenges facing the College include promoting the College's mission among staff, acclimatizing new staff to the college culture, promoting a feeling of ownership among staff through team-building efforts, providing personal and professional growth opportunities to staff, and insuring equity and fair play in personnel procedures and practices. Other College priorities must include diversity in staffing, improved communications, and employee recognition.

The College already has begun to address some of these challenges. A *Weekly Calendar* is used to communicate information about meetings, events, job openings, and other pertinent information staff should be aware of on a weekly basis. A monthly newsletter titled *enRICH* gives more detailed information about people, departments, Board action, and College events. The newsletter is sent to area government officials and educators. Electronic mail is used extensively by those who are connected to the mainframe administrative data processing system. In addition, the President's Office distributes the minutes of the Administrative Council meetings to all College employees. The *Communicatur*, a bi-weekly student newspaper, also prints information regarding College events, programs, policies, and stories primarily for the benefit of students. The paper is distributed to students, staff, and Board members.

The improvement of communication also has been addressed through administrative/supervisory team building workshops, leadership workshops, and a college-wide introduction to total quality management (TQM). A pilot TQM project began in Spring 1992.

An Enrichment Award was established as a vehicle to encourage and recognize faculty and staff. The award recognizes staff who provided an exemplary service to one or more students, who were involved in a public activity which serves the community and which reflects well on the College, or who submitted a suggestion for saving the College money.

Ethnic diversity remains a concern. The College recognizes that it serves an increasingly diverse population and has made a commitment to improving the diversity of its staff through hiring and multi-cultural programs.

Recommendations

Chapter 4 - Human Resources

1. Implement an Orientation Program for new employees.
2. Provide continued opportunities for personal and professional growth of staff.
3. Increase the ethnic diversity of full-time faculty and staff across the College.
4. Implement initiatives to sensitize faculty and staff to the needs of the multi-ethnic, multi-cultural population served by the College.
5. Continue promoting open communication to and among all College staff through college governance participation, in-service and staff development activities, open forums, team-building workshops, and social and recreational activities.
6. Increase the full-time faculty. A cost study has been conducted by the Dean of Financial Services and results have been considered by the Administrative Council and forwarded to the Board of Trustees. It is anticipated that several new positions will be offered in addition to replacement positions that may be filled as early as Spring 1993.
7. Initiate traditional and innovative ways of recognizing faculty and staff for their hard work, commitment to the College's mission, team effort, and extraordinary customer service.

Financial Resources and Services

Chapter Five

Financial Resources and Services

Introduction

The College takes pride in the effective and efficient allocation and management of its resources. To this end, the College utilizes a modified accrual system of strict fund accounting in accordance with the National Council on Governmental Accounting statements and interpretations. In addition, the College maintains full compliance with the Illinois Community College Board's (ICCB) prescribed financial reporting requirements, rules, and regulations of business financial operations. The College further utilizes the National Association of College and University Business Officers (NACUBO) accounting and reporting principles. All of these principles, statements, and compliance tests are followed for all College funds; however, additional requirements or guidelines may be prescribed for certain Federal or State grant programs.

The College's financial operation must be in compliance with the Illinois Public Community College Act and all other applicable State Statutes. Public accountability and full financial disclosure are a regular practice that is perfected through recurring and special reports. Financial accountability further is demonstrated on an annual basis with the engagement of an independent CPA audit of all funds. The audit is made available to the public and a multitude of agencies and organizations. Financial management operations and treasurer duties are conducted through the Chief Financial Officer (CFO), who reports directly to the President. A key administrator in Business Services is the Controller who reports to the CFO. The College Board of Trustees has ultimate responsibility for all business and financial operations.

Funding Sources

The College receives its primary operational funding through a local property tax, state appropriations, and tuition and fees. In addition, Federal, Private and State grants, as well as RCC Foundation donations, are becoming increasingly important as sources of revenue. In Fiscal 1992 alone, approximately $1.3 million, roughly 13% of the total College operating revenue, came from grants and the Foundation contributed $111 thousand or 1% of total College revenue (Appendix 5.1).

The Illinois Community College System Funding Plan is the model used to request State appropriations. In its simplest form, the model's formula determines an estimate of funds needed, as well as an estimate of funds available. Thus, the computed available funds are subtracted from the funds needed to arrive at a net budget request. This data is then submitted to the Legislature and the Governor for subsequent appropriation legislation. The Legislature sets lump-sum appropriations for the statewide system of community colleges. Once funds are appropriated, they are distributed to each community college in accordance with the formula model. For appropriations at a level less than full funding, institutional distribution is on a pro rata basis. Funds are appropriated and distributed in the form of grants for credit hours, valuation equalization, special populations, economic development, advanced technology equipment, and retiree health insurance. Enrollment growth over the past several years has resulted in Richland not experiencing substantial reductions in State funds even though appropriations to the community college system have been reduced due to State budget cuts. An exception is a 3% State reduction across the board in January 1992 for all colleges and universities (Appendix 5.2). As enrollments continue to increase, the College's relative position for distribution of State funds may also be expected to increase. This change is evident with the Fiscal 1994 appropriations request from ICCB. For the system, there is an 8.4% increase requested for funding; Richland's share, based on the formula allocation, would be 15.5% (Appendix 5.3).

A second major source of revenue is local property taxes. The College is authorized (by a previously-approved referendum) to levy up to 15 cents per $100 of the District's equalized assessed valuation (EAV) for the Education Fund and up to 4 cents per $100 of EAV for physical plant operations and maintenance. The College has been levying these rates since its formation. By comparison, Richland's operating tax rate is lower than all five of the other Central Illinois community colleges and is 21% lower than the State average of 23 cents per $100 EAV. The rates of the five range from 24 cents to 36 cents per $100 EAV, compared to RCC at 19 cents per $100 EAV. In addition to the operating levies, the College may levy a tax sufficient to meet the amount needed for the annual bond debt service requirement, which is presently at 6.24 cents per $100 EAV, .17 cents for annual audit expenses, 1.9 cents for tort liability insurance cost, .18 for workers' compensation, and .23 cents for unemployment compensation insurance. Thus, the aggregate tax levy for 1992 is 27.72 cents per $100 EAV. The College District extends into eight counties: Christian, DeWitt, Logan, Macon, Moultrie, Piatt, Sangamon, and Shelby. The equalized assessed valuations (EAV) after exemptions totals $1.6 billion for tax year 1992. Two counties, Macon (46%) and DeWitt (47%) account for 93% of the total. The remaining six counties account for the balance. The types of property found in Richland's district consists of commercial, farm, industrial, mineral, railroad, and residential. As a percent of EAV, industrial property accounts for 50% of the total, followed by residential property at 29%, and farm and commercial properties with 10% each. The balance of 1% consisted of railroad and mineral properties. For the past several years, the College

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was fortunate to have an EAV sufficient to enable expansion of the new campus and a major growth in enrollment. This rather sizable EAV is primarily due to industrial growth and the construction of a nuclear power plant in DeWitt County. The nuclear power plant represents approximately 45% of the District's total EAV. However, over the past few years the plant was required to implement a depreciation schedule which reduced its EAV substantially. This action had a major affect on the District's local tax revenues. Presently, the nuclear plant's EAV has stabilized and, in fact, with other industrial growth underway, the District's total EAV is expected to modestly increase in the future (Appendix 5.4).

The third major source of revenue is tuition and fees. The College has historically maintained tuition and fee rates slightly below State and National community college averages. Although the in-district tuition rate recently was raised from $28 to $32 per credit hour, the College's rates remain below the State and National averages. For the past 10 years, the College has adjusted its tuition on average every two years. In 1982 and 1983, tuition was $20.25 per credit hour; in 1984 it was raised to $22.00 and in 1985 was increased to $25.00. Tuition stayed at $25.00 until 1990 when it was raised to $28.00. Then in 1992 it was adjusted to $32. Richland's tuition remains among the lowest of all higher educational institutions in the State, and 5% below the State community college average (Appendix 5.5). The College also adopted a new student fee rate schedule in 1992, which was a restructuring of the College's activity and computer lab fees. Several fees were eliminated, and a uniformly-assessed auxiliary fee of $2.50 per credit hour was enacted. This decision resulted in a more equitable assessment of fees with very little change in revenue to the College.

Debt Service

The College has only one outstanding debt to service which is a general obligation bond issue for the financing, in part, of the current campus. The original issue in 1984 was for $5.8 million. In 1991 the outstanding balance of $3.9 million was refinanced, saving the College approximately $300,000 in interest payments and at the same time reducing the term of the debt by one year. The original 1984 bonds will be fully retired in December 1992 and the refunding bonds with a balance of $3.8 million will be fully retired in December 1995. The College's legal debt limit is 2.875% of assessed valuation or a maximum indebtedness of $45.8 million. The current debt balance of $3.8 million leaves a net legal margin of $42 million. Also, the current debt balance represents only 18% of total fixed assets of $20.9 million.

Historical Background

From the last self-study at Richland Community College in 1985-86, several recommendations were made to enhance the College's financial position and to ensure fulfillment of its mission. These recommendations all have been reviewed and most have been implemented. The recommendations relating to College finances and the actions taken are as follows:

1. **Develop a long-range financial plan** - The College has developed a long-range financial plan that is continually modified and updated as revenue forecasts and objectives are adjusted.

2. **Improve the administrative computer system** - In 1987, a comprehensive financial software system (CARS) with new administrative computing hardware was purchased to enhance the management information requirements of the College. This fully integrated system has enhanced the College reporting and management data analysis effectiveness and efficiency.

3. **Centralize grant activities** - A committee now reviews and makes recommendations on all College grants. Further, a centralized grant administrative clearing house was created to manage and account for all grant activities and funding, to include a comprehensive system of fund accounting and reporting.

4. **Study the feasibility of a College-owned bookstore** - The College plans to determine the future managerial concept for operating the bookstore. Presently, the College has an effective lease arrangement with a professional bookstore management firm. Prior to the lease renewal date, the College will decide whether to continue with a lease arrangement or to operate the bookstore internally.

5. **Examine the need for a purchasing agent** - The position of Director of Operations and Purchasing has been created to allow for better coordination of College-wide purchasing. Further, the College has developed and implemented uniform purchasing policies and procedures that have resulted in a much improved system of internal control and accountability. Purchasing decisions are decentralized where possible, yet the processing and accountability functions are centralized for control and assurance of consistent application of the policies. Additionally, equitable consideration of all vendors is maintained along with a price/quality analysis of major purchases.

Budget Development

The budget development process starts at the user level by the faculty and staff preparing requests based on the plans, goals, objectives, and guidelines of the College and divisions. These requests then are reviewed and modified

by the various Deans, consolidated, presented at a College-wide budget hearing, then acted on by the Administrative Council. Finally, the President prepares recommendations to the Board of Trustees. The Board of Trustees has the ultimate responsibility of approving the annual College budget after holding an annual budget hearing. The process is designed to involve all personnel at all levels in order to achieve the best possible budget decisions. Effective communications are critical throughout the process and are essential during the development and decision phases. The Richland model is as follows:

General - Financial

Although Richland Community College has made significant progress to increase its financial resources since the last self-study, a look into the future indicates a need to continue to explore further innovative approaches to generating revenue and allocating funds. The Task Force on Financial Resources has done an in-depth study of the operating budget for the previous 11 years and has projected revenues and expenditures through 1995, given certain assumptions. The results of this study are reflected in detail in the appendix and are summarized within this document as to revenue, expenditures and fund equity (Appendix 5.6).

Revenue Analysis

In Fiscal 1982, operating revenue totaled $4.3 million. As a percent of revenue, property taxes accounted for slightly more than one-half of the total revenue (51%), followed by tuition and fees (21%), and State apportionment (19%). The remaining of revenue (9%) was generated by replacement tax (4%); and miscellaneous revenue, interest on investments, vocational-technical education, and local government chargebacks (5%).

Ten years later, Fiscal 1992 reflected an operating revenue totalling $7.5 million, an increase of $3.2 million over Fiscal 1982. The major percentage of the revenue continues to be property taxes (41%). However, this is a decline of 10% from 10 years ago. The next highest revenue source was tuition and fees (29%), which was up from Fiscal 1982 (21%). State apportionment was third (21%) and slightly up compared to 10 years ago (19%). The remaining balance (9%) was comprised of interest on investments (3%), replacement tax (2.5%), and miscellaneous and local government chargebacks (3.5%). The shifts in the composition of revenue sources have resulted from a decline in local taxes due to a downward adjustment in the District's equalized assessed valuation (EAV) and an increase in tuition revenue primarily due to a growth in student enrollments.

Projections through Fiscal 1995 indicate that the College will have revenue of approximately $8.3 million, given that certain revenue assumptions materialize. This figure is an increase of 11% over the Fiscal 1992 actual revenue. As a percent of total revenue, property taxes will decrease slightly from 41% to 38% while tuition and fees will increase modestly from 29% to 33% due largely to a continued enrollment growth and a projected tuition rate increase. State apportionment is projected to decrease slightly from 21 to 20%, while all other revenue sources will remain at 9% of total revenue. Also, if property tax rates change in the future, such changes would have a revenue impact at the earliest in Fiscal 1996. As an example, the College could equitably request the rate be adjusted from .19 to .25 and still remain lower than most Illinois community colleges. A change of this nature would generate $1 million in operating revenue at a nominal cost of only $10 per year for a homeowner with property valued at $50,000.

Expenditure Analysis

In Fiscal 1982, operating expenditures totaled $5.7 million which included the purchase of the campus site ($652,000). As a percent of total expenditures, instruction represented the greatest share of the total (43%), with institutional support second (33%). General administration, student development and services, operations and maintenance accounted for 7% each, with the 3% balance distributed to academic support. The total expenditures 10 years later (Fiscal 1992) amounted to $7.0 million, an increase of $1.3 million (23%) over Fiscal 1982. The distribution of expenditures reflected instruction continuing to represent the majority of the total (55%). Institutional support reflected 7% compared to 24% 10 years ago (adjusted for site purchases). General administration and student development and services each received approximately 10% of the budget in Fiscal 1992 compared to 7% in Fiscal 1982. Academic support allocation of 7% compares to only 3% 10 years ago. Finally, operations and maintenance in Fiscal 1992 accounted for 12% contrasted to 7% in Fiscal 1982, which is due to the operation of a new campus compared to the limited rental space that was utilized in Fiscal 1982. In general, the budget increased 23% over the 10-year period, but for the same period the enrollments (based on student semester credit hours) increased 47%.

Projections through Fiscal 1995 indicate that expenditures would increase by 18% over Fiscal 1992. This growth in expenditures reflects a realistic estimate and is positive compared to the outlook for many community colleges in Illinois, which are projecting reductions and currently experiencing retrenchment budgets. **Projected expenditure levels are driven by estimated revenues designed to fulfill a commitment by the College to a balanced budget in each of the ensuing years.** All of the major functional expense areas will increase modestly in the future except for instruction, which will have to increase significantly due to the addition of projected new full-time teaching faculty. However, some shifting of the budget

distribution may occur as needs are analyzed and revenues are realized. Overall, the funding forecast for the College reflects a very modest growth. However, the revenue situation could improve significantly given a change to any one of the institution's revenue variables.

Fund Equity

The College's operational (Education and Operations and Maintenance) fund equity situation at the end of Fiscal 1992 was quite positive with a balance of $765,000, or approximately 10% of the operating budget. In addition, the College maintains a fund equity of $2.4 million in the working cash fund. In a particularly significant move during Fiscal 1992, the College eliminated a fund equity deficit ($243 thousand) in the Operations and Maintenance Fund that was created by the purchase of land for the campus in 1982. The College operating funds now are in an overall positive position. Also, to provide for the future the College established a Building Renovation and Equipment Replacement Fund, and over the past two years $465,000 has been transferred into this newly created fund. The College operating equity accounts now are sufficient to meet current cash flow requirements, thus not requiring the use of the Working Cash Fund so that the principal in total can be used to generate interest earning for the operating funds budget of revenue.

Purchasing

Purchases are approved through an elaborate process that is designed to maintain control over all commodity and services purchases. First, a written Purchase Request or requisition (with specifications) indicating the signature of the faculty or staff member generating the request, the suggested vendor or vendors, account code, item description, and finally the estimated price is completed. The head of the department and the Dean of the division (or appropriate administrative officer) initial the request, which then is sent to the Controller for funding review. The Controller ensures that adequate funds are available and, if so, forwards the request to the Director of Purchasing. The Director of Purchasing determines if the request should be formally bid or quoted and then institutes the proper action. After it is determined that an order is ready to be placed, a Purchase Order is generated, and the amount of the request is encumbered in the budget. The Purchase Order then is approved by the Dean of Financial Services and sent to the vendor with a copy to the originator.

In addition to all routine approvals, purchases that are more than $1,000 are sent from the Controller to the President for review and approval before a Purchase Order is generated. Purchases of more than $5,000 require sealed bids and Board approval before a Purchase Order is generated. The purchasing process may appear to be cumbersome and lengthy; however, in practice the process is quite efficient. Each person in the approval process is committed to expediting requests, so delays are rare. Of particular importance, the College's purchasing philosophy encourages the user's participation in the determination of specifications, evaluating proposals and bids, and selection of the items and vendors. Thus, the College's purchasing and business affairs offices serve facilitator and compliance functions. This decentralized approach has been excellent for ensuring an effective purchasing operation. Another internal control feature of the purchasing function is the accounts payable procedure. An elaborate system is in place of relating purchasing to payables and gaining approvals for claims (including the Board of Trustees approval). The College's overall internal control of purchasing, accounts payable, payroll, general accounting, and cash operations is excellent and meets all audit tests.

Budget Control

The College provides all budget managers on-line inquiry and line-item account management through the mainframe budget and accounting system. Additionally, all budget managers are provided on a monthly basis a hard copy of account status and special reports for monitoring and control purposes. The budget control process for all funds is fully automated and provides for real time account and fund status of revenue and expenditures. All commitments of expenditures (including salaries) are processed through an encumbrance system, thus providing a further element of budget control. Also, formalized financial and budget statements are prepared and presented to the Board of Trustees at the regularly scheduled monthly public meeting. Although the College maintains a strict budget control system, it also provides a flexible process of line-item adjustments that allows the College to meet changing needs throughout the year. A comprehensive budget transfer policy has been enacted by the Board of Trustees and is working effectively. Effective monitoring procedures not only are important for good management but also are essential for compliance with the Illinois Public Community College Act, Revised Statutes, Chapter 122, para 103-20.1, which requires the College to keep expenditures within the adopted budget unless formal action is taken.

Richland Community College Foundation

One notable financial asset of the College is the RCC Foundation. The Foundation officially was founded as an organization independent of College governance, with its own board of directors, in August 1986. The Foundation's Executive Director is a College employee. The 15-member Board of Directors considers requests from the College for equipment or funding. Although equipment purchases have been irregular in recent years due to shrinking funding, several significant purchases, including several pieces of manufacturing equipment for the computer-integrated manufacturing lab, a greenhouse for the horticulture program, $750,000 for the Shilling Community Education Center, and more than eighty microcomputers for students'

use, were purchased for the College by the Richland Foundation. A list of needed equipment and capital improvements has been prepared by the College staff and is available to prospective donors to the Foundation.

As of November 3, 1992, the Foundation has raised $3,795,364 for the College in cash and in-kind gifts. Over $2 million was given to the College for approved requests. Of the amount raised, $902,245 is in the form of restricted endowments, which provide 35 to 40 scholarships per year.

In June 1992, the Foundation Board of Directors voted to place $200,000 in a restricted fund, with 90% of the income available for College needs and the remaining 10% added to the principal balance. The RCC Foundation Endowment is intended to be a growing fund to better serve future needs.

All fundraising activity is handled by the Board of Directors, the Executive Director, and the College President. No formal annual campaign or other mass fundraising activity is in place.

The Alumni and Friends Association, organized in 1984, has been a part of the Foundation since 1991. It was originally established to assist with the referendum to build the current campus. Of the estimated 9,500 graduates, about 5,800 are on a current mailing list. However, until late 1991 the College did not attempt to maintain regular contact with those graduates. Since then, a semi-annual newsletter has been sent, and that group has been solicited for contributions to develop the Alumni and Friends Hall linking the present campus with the new Shilling Community Education Center.

Recommendations

Chapter 5 - Financial Resources and Services

1. Prepare a comprehensive tuition and fee analysis report for assisting with the determination of future adjustment.
2. Form a local, community-wide committee to study the feasibility of passing a tax referendum for adjusting the College tax rates.
3. Continue to explore new sources of revenue. This process should include exploring new investment options, expanding business/industry cooperative agreements, promoting special programs and seminars to raise funds for related areas, and increasing current fees to cover actual costs.
4. Implement a cost analysis for programs and services. Each program or service would be reviewed on a regular basis for continuation, change, or elimination.
5. Plan to explore requesting the District's citizens to allow an extension of the bond levy after bonds are retired in 1995. This would provide the College with financial resources for continuing with building program.
6. Continue to improve faculty and staff participation in the budget development process.
7. Develop a plan for expansion of the current computer systems to meet the needs of the College.
8. Develop a disaster recovery plan that will detail the steps needed to be performed if a major catastrophe were to occur rendering the administrative data processing computer useless.
10. Establish a bookstore committee to review current operations and to study its future management/ structure.
11. Study existing College facilities for the possibility of allocating more space for the bookstore.
12. Continued funding of Building Renovation and Equipment Replacement Fund.
13. Continue to develop a state-of-the-art management information system in areas such as student services, finances, instruction, personnel, development, and physical plant.
14. Develop a plan for replacing and purchasing new equipment to set priorities and projected sources of revenue.

Physical Resources

Chapter Six

Physical Resources

When the 1986 evaluation visit was made, the College occupied rented facilities that were limited in size, offering only the minimum amount of classroom space and unable to provide adequate laboratories, student lounge and study areas, and support service offices. The 1986 self-study anticipated that most of those problems would be solved as the College moved to its permanent campus, though the NCA evaluation team warned against excessive reliance on the new facility.

The present campus was occupied in the Fall of 1988, doubling available space from the 72,900-square-foot temporary campus to the 150,000-square-foot permanent building. Since then, frequent construction has increased the size of the facilities. In the Summer of 1990, a new 12,000-square-foot building for agriculture courses and plant maintenance was completed, and in 1991, an 800-square-foot greenhouse was added to this building. The total current facility space is 162,800 square feet.

The 117-acre site has also undergone changes in grounds use. The landscaped grounds areas have grown from approximately 15 acres in 1989 to 45 acres in 1992. A walking trail, two soccer fields, and a 5-acre prairie grass plot are among the additions. Corn and beans are planted on the remaining 50 acres of tillable farm ground. Parking for 847 cars was created as part of the original building project. Since then, 150 additional spaces were created in a temporary lot on the southeast quadrant to accommodate increased enrollment.

Construction was begun in late 1991 on the Shilling Community Education Center. When completed in late 1992 or early 1993, the Shilling Center will include large and small meeting rooms, a 350-seat auditorium, three classrooms, an acoustically-isolated music rehearsal room, theater support rooms, and a suite of offices. The Shilling Center will add 38,000 square feet of space to the campus.

The College also utilizes numerous off-campus sites. A permanent extension center with one administrator and a full-time support staff member is located approximately 20 miles north of the Decatur campus in Clinton. Other classes are held in more than a dozen locations throughout the District, primarily in area high schools. The College also rents the Decatur Armory for volleyball and basketball use. The Armory, in poor condition, will be vacated by the National Guard in early 1993. Because new National Guard facilities will not be available, the College will be left without a facility for indoor sports.

What facilities the College does have are used efficiently. Spring 1992 was a typical semester: classrooms and labs combined were scheduled for classes 51.29% of the time; classrooms alone were in use by regularly scheduled classes 55.45% of the hours between 8:00 a.m. and 9:00 p.m. Computer labs were the busiest, with each scheduled for use 100% of the time during that period. However, during peak periods such as 9:10 a.m.-2:40 p.m. and 5:30-7:20 p.m., rooms became more scarce, as the chart in Appendix 6.1 shows.

While the campus facilities have increased, the Maintenance Department has been able to cope without inordinate increases in staff, currently five maintenance employees and one housekeeper. The maintenance staff takes care of plumbing, painting, carpentry work, room set-ups, and on-campus and off-campus deliveries. Grounds equipment and all College vehicles are maintained by this department. The College fleet of eight trucks and automobiles ranges in age from four to twenty-six years with an average age of 10 1/2 years. The chart in Appendix 6.2 details the amount of time spent on various tasks. Daily housekeeping chores--rest room cleaning, stain removal, cafeteria cleanup, etc.--are handled by one employee. Comprehensive janitorial service is provided by an independent contractor.

Because the facility is only four years old, little time is spent on plumbing, painting, and refurbishing; the need for such services will increase as the facility ages. However, no new positions are budgeted to help in maintenance and housekeeping of the new 38,000-square-foot Shilling Center.

Because of the community demands on the new facilities, a comprehensive rental policy was developed. The following statement reflects the Board of Trustees policy toward the use of College facilities:

> "Since the primary purpose of the College facilities is to accommodate the educational program, first priority for the use of all College facilities will be accorded to College classes and scheduled College activities. Th functions of College-recognized student and faculty organizations and other College-related activities shall also take precedence over outside use of College facilities.
>
> "As a public community college, however, Richland Community College shall make its facilities available for public use whenever such use would not interfere with the College's educational services to students and the community."

During FY91, more than 300 meetings, seminars, sporting events, workshops, and other activities were held by community groups on Richland's campus. A three-tiered rental schedule for use was created to accommodate outside events, while at the same time following the Board's wishes: College-related activities pay no fees, non-profit organizations pay one-half the rental rate, and for-profit organizations pay full rate. Scheduling is handled through the Office of Instruction.

The staff was surveyed to determine their concerns about the current facilities. Staff concern centered around classrooms/office space, parking, grounds, and air quality.

One on-going staff concern is about the air quality. The nearby grain processing plants emit harmless but unpleasant odors; expensive modifications would be required to minimize odors within the building. There is little that the College can do to eliminate the problem; however, in December 1991 Archer Daniels Midland (ADM--the largest, closest grain processor) announced that it would install scrubbers to control the problem. To date, the scrubbers have not been installed.

Recommendations

Chapter 6 - Physical Resources

1. Expand computer labs. High demand for specialized classrooms means that new labs may be needed. In particular, computer labs are at a premium; as more English composition sections are needed to meet student demand and existing courses (such as Accounting) become computer-based, scheduling classes in the current computer labs has become difficult. In July 1992, the RCC Foundation purchased 40 microcomputers to furnish an additional computer lab; the need for new and expanded labs will continue as enrollment increases and new applications for computers are developed.
2. Increase faculty and student service office space. In several academic division offices, existing conference rooms may be converted to office space; in two other division offices, adjacent classrooms would have to be taken for additional office space. Because of that, and as classrooms are converted to badly-needed specialized classrooms, the number of conventional classrooms will decrease. As the usage chart in Appendix 6.1 shows, many classrooms are available at various times, but peak times are crowded.
3. Expand and improve parking lots. The Shilling Center project will add 250 spaces to the available parking area, but this amount may be insufficient for peak periods. Also, the lots lack designated areas for motorcycles and bicycles.
4. Increase grounds utilization. The campus grounds have only limited recreational facilities--a walking trail and two soccer fields. A master plan prepared in 1989 calls for more extensive development (see Appendix 6.3). Other outdoor facilities additions include more benches and tables and easier access to the present benches and tables in the courtyard. In addition, employees suggested that additional planting of trees and shrubs, particularly at the south end of the building, would help provide a buffer from ADM and Rea's Bridge Road. In September 1991, just before this survey was taken, 40 trees were relocated from the Shilling Center site to the south edge of campus.
5. Expand the campus in the future to include a physical education/multi-purpose facility. This new addition to the campus could facilitate a fitness center, health programs, and expanded bookstore and cafeteria, intramurals, and recreational courses. The coordinated effort currently in progress between the YMCA, YWCA, and the College for the development of a joint facility should continue to be supported and accelerated.
6. The College must consider construction of additional educational space to eliminate certain crowded conditions and to accommodate new programs and expanded enrollments. Additional classroom and laboratory space is needed now with current enrollments and will continue to be a priority in the near future.

Educational Programs

Chapter Seven

Educational Programs

As a comprehensive public community college, Richland offers courses in the liberal arts and sciences and general education, adult education courses, and courses in occupational, semi-technical, or technical fields leading directly to employment. Adult education services to the community, either of a preparatory nature or for personal development, are offered through courses supported by DAVTE, ABE/GED programs, and continuing education. Support for all students is provided by the Reading/Writing Center and the Study Assistance Center.

Transfer Program

Richland Community College fulfills the first tenet of its mission by providing the first two years of a baccalaureate education to interested students through Associate in Arts and Associate in Science degrees. Each program requires sixty semester hours in courses numbered 100 and above; a cumulative GPA of 2.00 or above in applicable courses is required for graduation. Both curricula are designed to provide a broad education by making students aware of the world around them, by opening and stimulating students' minds to initiate and welcome new ideas and techniques, and by providing a sound introduction to a marketable skill.

Group requirements, in number of semester hours, for each degree are as follows:

Group Requirements	A.A.	A.S.
Communication skills (Engl. 101, Engl. 102, Spch. 101)	9	9
Humanities	12	8
Social Science	9	9
Natural Science	6	8
Mathematics	3	8

A.A. candidates must meet the following requirements for their area of concentration: two or more courses completing one or more sequences in a specified subject area such as accounting, English, French, history, psychology, physical education, OR four or more courses in a broad field such as business, humanities, or social science for the student who does not wish to pursue a specific subject area. A.A. candidates must complete thirty-nine semester hours of general education credits. Area of concentration courses do not count toward general education requirements.

A.S. candidates must meet the following requirements for their area of concentration: two or more courses completing one or more sequences in a specific subject area such as accounting, geography, psychology, physical education, physics, or any other specific subject area except those listed in the next two points, OR four or more courses completing one or more sequences in the specific subject areas of biology, chemistry, or mathematics, OR four or more courses in a broad field, other than those listed in the previous point, such as business, social science, or general science for the student who does not wish to pursue a specific subject area. A.S. candidates must complete 42 hours of general education. Area of concentration courses do not count toward general education requirements.

See the *College Bulletin* for a more comprehensive listing of suggested courses under each group.

Illinois law requires that associate degree graduates must pass an examination covering the principles of representative government, the Declaration of Independence, and the U.S. and Illinois Constitutions. Students who took and passed the examination while in high school or prior to receiving an Illinois GED certificate satisfy this requirement for associate degree purposes only.

Because of the variety of requirements by upper-level institutions, general education requirements are intended to provide flexibility for students intending to transfer. One SDS counselor, designated as the Transfer Coordinator, works through the Richland Transfer Center with other institutions to provide up-to-date information to Richland students. Articulated 2+2 agreements with several area colleges and universities ensure that the four-year degree process is trouble-free. Richland also participates in the "General Education Compact," which guarantees that an A.A. or A.S. degree meets minimum freshman and sophomore general education requirements at 13 Illinois colleges and universities. See *Student Transfer Handbook.*

The *College Bulletin* lists area of concentration suggestions for 32 categories. The counseling staff also provides assistance, and a *Transfer Handbook* compiled by the SDS counselors aids students in planning a course of study for an A.A. or A.S. degree.

Richland measured the success of these programs through a survey of transfer students and periodic reports of their GPA's. The first was a follow-up survey of A.A. and A.S. graduates from 1989, 1990, and 1991. One hundred randomly-selected graduates from each year were asked their perceptions of Richland and the adequacy of their preparation for continuing their education at other institutions. Approximately one-fourth of the surveys were completed and returned; 84.4% of the respondents reported no problem in transferring. The area most often mentioned by respondents as having best prepared them was communications. The area cited most often as needing improvement was mathematics, although few made suggestions about

ways to improve it. A complete listing of respondents' comments is given in Appendix 7.1.

Other institutions provide Richland Community College with the GPAs of transfer students. While they ask that the information not be used in marketing materials, the GPAs provide a basis for evaluating students' preparation for transfer.

Each year, 20% of all academic programs are reviewed in accordance with Illinois Community College Board requirements. Specific areas of each program reviewed include needs, quality, and cost. Complete program review reports are made available at the Decatur campus.

Faculty Perceptions

The Baccalaureate Program Task Force surveyed faculty members regarding transfer programs and English 101 eligibility requirements (Appendix 7.2). A majority of instructors feel that the quality of the courses they teach is similar to the quality of courses at four-year institutions. Furthermore, most faculty members believe that the eligibility for English 101 prerequisite should be applied to more general education courses. Two-thirds of those surveyed said that the lack of such a requirement has affected their course content and/or instructional methods, forcing them to spend more class time on reading/writing skills and sometimes lowering standards to accommodate lower skill levels.

The Task Force also identified three other areas for review: academic atmosphere, the ICCB model for transfer degrees, and innovative classroom activities.

Academic Atmosphere. While the faculty is convinced of Richland's academic strengths, they are concerned about whether Richland is able to provide a truly academic atmosphere where baccalaureate students understand that they are pursuing a college degree instead of merely attending an extension of high school. A high school counselor, for example, once told a prospective graduate, "Well, you have three choices: you can go to work, you can go to college, or you can go to Richland." This problem may diminish as Richland's academic image changes; the new campus already has helped in this regard, and the Shilling Center with its theater will help even further, though no community college can or should project the same atmosphere as a four-year residential college.

Some of the problems in achieving an academic atmosphere are caused by the misconceptions of students. Many Richland students were not in a college preparatory program in high school. Their study habits are poor: they are surprised when no study time is available in class and when an instructor lectures on material not found in their texts. They are reluctant to pursue research on their own and spend little of their free time between classes in the library. Our orientation program has begun to raise student awareness, but more students need to participate.

ICCB model. One way to ease the transfer of Richland students is to make sure that the College fully utilizes the ICCB Model Associate in Arts and Associate in Science Degree Programs. The General Education Review Committee, an ad hoc group which met 1988-90, recommended changes in our program, including making sure that all students take both science and math courses regardless of their program. These changes have been in effect since 1990.

As of now in only two areas does Richland not match the ICCB model: the 15-hour in-college requirement for graduation and the requirement that students must take courses from at least two subjects in social science and humanities to fulfill general education requirements.

Currently a student may receive a degree from Richland with only eight hours of Richland course work before graduation, which may be as few as two courses. To ensure the integrity of our degree, the 15-hour requirement--the equivalent of a semester, though not necessarily the last--seems worthwhile. In addition, the requirement that students take courses from more than one area in social science and humanities serves the request of four-year institutions that are concerned that students want to take too many courses in their proposed majors at the lower-division level. More importantly, it serves the goal of general education and exposes students to a variety of learning opportunities. A student who takes only psychology courses to fulfill the social science requirement or a student who takes only English literature to fulfill the humanities requirement does not have an adequate breadth of exposure in social science and humanities. The social science and humanities requirements currently are under review and likely will be changed before the NCA team visit.

Innovation. While the College mission statement suggests that "experimentation and originality are integral to the process of educational achievement [and] should be more than encouraged," formal encouragement of innovation in the classroom comes only through the Kemper Foundation grant monies which sponsor faculty who plan special programs to help students. For example, by the beginning of this academic year money for full-time faculty classroom research had been exhausted and only limited funding was available for part-time faculty. Although professional development is available through faculty educational leave and through annual travel allowances, the College should also should establish a body that encourages and supports innovative teaching methods.

Recommendations

Chapter 7 - Educational Programs (Transfer)

1. Set up a sub-committee of the Curriculum Committee made up of faculty teaching transfer courses to meet quarterly to discuss the overall quality of the Associate of Arts and the Associate of Science programs. This committee would monitor education journals and new books which outline concerns for the 21st century. This sub-committee also would address the problem of misunderstanding on the part of students of what college-level work should entail.
2. Adopt the ICCB suggestions that at least 15 hours of course work be completed at Richland in order to earn an associate's degree from Richland and that general education in humanities and social science require courses from at least two areas.
3. Continue development of transfer guidelines.
4. Require that each division discuss the question of whether eligibility for English 101 or some other mechanism should be put into place to make sure instructors do not have to limit writing assignments because their students lack basic skills.
5. Set up a standing committee designed to encourage innovative practices in the classroom by finding funding for such projects and ensuring their credibility.

Technical and Vocational Programs

Occupational programs at Richland are designed in accordance with student interests and regional employment needs. As with transfer programs, graduation requirements for the Basic Certificate, Advanced Certificate, and Associate in Applied Science include passage of the Constitution Examination and a cumulative grade point average of 2.00 or better for all work applicable toward the degree or certificate. The vocational-technical education program features faculty dedicated to practical education, laboratory equipment reflecting the contemporary professional world, and a close working relationship with business and industry.

Vocational-technical education programs include certificate and associate degree programs in many curricula. In Fall 1991, enrollment in the vocational-technical education programs represented approximately 33% of the College's total enrollment. Additionally, 9% of the student body enrolled were taking vocational classes either to upgrade skills or to obtain a new job rather than to earn a certificate or degree.

The Basic Certificates and Advanced Certificates are designed to provide knowledge and skills to enable students to enter employment quickly or to improve their abilities in their current positions. The Associate in Applied Science Degree also includes group requirements and electives. A list of programs and group requirements is provided in the ***College Bulletin***.

Classroom and laboratory space for all occupational courses is available at the Decatur campus, with the exception of machining classes held at the Decatur Area Vocational Center. As of Fall 1991, 56% of Richland students were enrolled in occupational programs. As enrollment expands, several programs have become pressed for space and/or equipment, although space currently is available in each occupational degree program. The College supports these expansions as fully as possible. In one case, the Richland Foundation purchased $160,000 in microcomputers to equip two new computer labs in order to serve more computer information systems, office technology, and composition students. A potential trouble spot is biology, as laboratory space and equipment are in greater demand in health-related programs.

Program Planning and Community Needs.
Most occupational programs have Advisory Groups made up of professionals working in related businesses or industries that typically meet four to six times per year to review curriculum and discuss how the academic programs relate to current employment needs and industry trends.

Some Advisory Groups take a still more active role. For example, a committee was formed in mid-1990 to study the need for a Computer Integrated Manufacturing (CIM) program at Richland. The committee, composed primarily of local executives, surveyed business and industry to determine the need for such a program. Based on their findings, the CIM program was created and a state-of-the-art robotics lab was developed and equipped. Taking their involvement further, the CIM Advisory Committee now is working with Richland's Office of Marketing to create an informational/recruitment videotape to encourage enrollment in the CIM program.

Besides degree and certificate programs in occupational areas, Richland also provides specialized training and nontraditional classes for business, industry, and interested individuals. The Center for Business and Community Development (CBCD) plans and administers services and training programs. For example, since the elimination of the Automotive AAS program, area dealers have expressed the need for specialized training for automotive technicians. After planning seminars on specific topics for General Motors and other manufacturers, the CBCD began working with the local auto association to create a more comprehensive training program. Beginning in October 1991, Richland now offers a training program which leads to Automotive Service Excellence (ASE) certification and prepares students for the nationally-recognized ASE certification tests.

The CBCD also works with manufacturing companies. For example, executives at the local Mueller Company plant have developed training programs through the CBCD for their employees as part of their contract with the local union. Employees' reading and math skill levels are assessed through Richland's GED/Adult Education Center; qualified Mueller employees then begin training modules in machining and computerized numerical controls (CNC) and supervisory training and team building courses.

Support Services for Vocational/Technical Education.
Carl D. Perkins grant monies provide support services for the following Special Population Students to help them succeed in vocational programs. The Special Population students are defined as follows:

Disabled - hearing or visually impaired, physically or mentally disabled, etc.
Academically Disadvantaged - student who scores at or below the 25th percentile on placement test or a student who is receiving a grade of D or below in a vocational class or a student on academic probation.
Economically Disadvantaged - student receiving a Pell grant or other need-based financial assistance.
Limited-English-Proficient - student whose native language is a language other than English or comes from an environment where a language other than English is dominant and therefore has difficulty

speaking, reading, writing, or understanding the English language.

Non-Traditional Enrollee - student enrolled in a vocational program which traditionally has been chosen by the opposite sex (total enrollment of opposite sex below 25%).

Support Services are available to the above students in the following targeted vocational programs:

- Child Care & Education
- Data Processing
- Data Processing Microcomputers
- Drafting
- Electronics
- Management
- Secretarial Science-General
- Word Processing

Conclusions

The Technical and Occupational Task Force identified seven areas of concern: job placement, the perceptions of high school students about vocational education, grant writing, retention, financial support, expansion of seminars/workshops, and expansion of technical/career education programs.

Job Placement. RCC's Job Placement Services, located in SDS, are designed to provide community college students an on-going development process in career and employment. A secondary mission is the promotion of a better understanding among various college constituencies, employers, and the institution about the relationship of curricula and service activities to the career and employment needs of students, particularly vocational program students.

Two staff members in SDS now have been assigned to job placement. A full-time staff person spends 50% of her time coordinating job placement efforts. Job duties include surveying graduates, area employers, vocational faculty, and the Illinois Job Service to determine needs and appropriately place students. An important new function of this position is to conduct follow-up studies to determine placement success. A full-time clerical staff person spends 25% of her time providing clerical support for job placement, including taking job listings, maintaining files on students seeking work, matching job listings with job seekers, and contacting students about potential jobs.

Current job placement procedures include the following:

1. Take and post job listings in a "Job Book."
2. Maintain a master file of all job listings.
3. Notify vocational faculty of job openings.
4. Publish a job placement list for classified ads and bulletin boards.
5. Maintain data regarding listings placed with vocational faculty.
6. Explain the job placement procedure to businesses.
7. Follow up with businesses when possible.

Additional services to employers such as on campus interviewing, disseminating applications, and collecting applications and resumes are available upon request. Additional services available to students include assistance with resumes, notification of job openings, and information about interviewing. A small library of information about State and Federal personnel policies and information about Decatur businesses is maintained.

Perceptions That High School Students Have Regarding Technical & Career Education. Vocational-technical education is viewed by high school counselors as a less important alternative to college-track classes. Serious students are directed to the academic courses, and vocational courses are presented only as a step above dropping out or going to work directly after graduation. Vocational education is viewed as a dumping ground. Because of this attitude, industrial courses are particularly hard hit in the present economic conditions. When students come to Richland, however, they are surprised to find that vocational education is a serious alternative, and that they are virtually guaranteed jobs upon completion of a degree program. Students have a limited understanding of local job possibilities requiring specialized training that can be met by a two-year degree program. For example, Richland's grain processing and elevator management programs recently were developed in response to employer needs and virtually guarantee job placement upon successful completion of the AAS program. However, openings remain unfilled because of a lack of promotion in the high schools.

Grant Writer. Presently no individual has the primary responsibility of writing grants for technical and occupational programs, nor is grant information disseminated throughout the College for staff members seeking additional funds to provide services and/or equipment to meet either student or community needs. In addition, no coordination exists among these individuals who have limited time available because of other responsibilities. The inexperienced grant writer normally has limited expertise and limited knowledge of resources to network with state, federal, and industrial agencies, so a submitted proposal might not reflect the same professional quality of competing proposals.

Retention of Technical & Career Education Students. Although Richland's technical and career education faculty encourage students to pursue a degree, many students enroll only to upgrade specific skills either for current or future employment. Statistically, then, completion rates indicate a lack of success, but when student motives are examined, these results do not indicate dissatisfaction with the program.

Student Intent in Occupational Programs
November 1991

Reasons for Enrolling	# of students	BC	AC	AAS
Prepare for future career	2337	84	10	164
Improve skills for present job	640	20	2	42
Exploratory	175	5	1	10
Course work to transfer	289	7	0	25
Review basic skills	25	1	0	2
Personal interest	176	8	0	9
Intent not indicated	46	0	0	7

BC - Basic Certificate
AC - Advanced Certificate
AAS - Associate in Applied Sciences

Financial Support.
Currently, financially supporting our vocational-technical students has been difficult because of uncoordinated financial aid efforts. Richland Community College has five main areas of possible funding for the Technical and Career Educations programs: grants/donations, DAVTE, student funding, special classes/seminars, and capital equipment monies.

The grant/donation funding is controlled by the Richland Foundation. Although the Foundation has generously contributed equipment and funds, two limitations are unclear communication about need and lack of a grant writer. The first area is that of not informing the RCC staff and faculty of the available grants and monies. Without communication, grants and monies cannot be matched with existing needs. Secondly, because the College only sporadically submits applications, the Foundation needs a knowledgeable, experienced grant writer.

Capital Equipment Monies
RCC does not consistently have the resources to fund any kind of capital spending program. This lack of funds does not allow for the purchase of new equipment or the replacement of worn out or obsolete equipment. The only capital funding that seems to be available comes from grants. All vocational areas need to be included in the process of exploring funding sources and creating a spending plan.

Recommendations for Expansion of Seminars/Workshops. A number of non-technical or career-oriented seminars/workshops, generally four to eight hours in length, presently are being offered, with additional offerings available on request.

A minimum of 12 students is required to offer a workshop; however, if the program can be run cost effectively with fewer than 12 students, it should be offered.

Improved and varied technical and occupational seminars are needed to better meet the needs of local industry and business.

Recommendations

Chapter 7 - Educational Programs (Transfer and Vocational)

1. Monitor job placement practices to maintain maximum contact between local manufacturers and companies and Richland vocational/technical students seeking training and placement.
2. Work with high school students and their counselors to improve the image of vocational/technical education and inform them of job placement opportunities after graduation from Richland.
3. Work with State, Federal, and industrial agencies to become informed of potential grants, and carry out the application process for all appropriate funding.
4. Encourage students to take more courses rather than just the one or two they may feel are adequate to meet current needs.
5. Explore all funding sources, including DAVTE, and create a funding and spending plan for capital equipment to better organize the area of technical and career funding.
6. Improve and expand various technical and occupational seminars to better meet the needs of local industry and business.

Developmental, Remedial, and Study Assistance Programs

As a community college with an open door policy, Richland is prepared to accept students at all levels of achievement. However, math and English placement testing is routinely done to place students in college-level or developmental courses. For that reason, remedial skills courses are an important element in the academic programs. For example, for the Fall 1992 semester, 14 sections of English 088/089, 14 sections of English 090/091, nine sections of Math 090, and nine sections of Math 091 are offered. Because of increasingly accurate placement testing, and because a growing number of courses require eligibility for English 101 as a prerequisite, most students now are placed in appropriate classes, which necessitates more sections of developmental classes.

Along with an extensive remedial education program, Richland provides several possibilities for tutoring, including the Reading/Writing Center, the Study Assistance Center, and computer tutoring. All have experienced significant increases in the past few years. The Reading/Writing Center made 15,217 student contacts in 1991-92, up from 13,028 in 1990-1991. The Reading/Writing Center provides assistance in the verbal arts for all students. In a typical day, a tutor may talk to an English 101 student who wants advice on a composition topic, a Sociology 200 student working on a term paper, a Journ-alism 101 student who wants someone to proofread an assignment, and a Law Enforcement student working on improving grammatical skills. The Reading/Writing Center has more than 100 different handouts on topics ranging from creating outlines to writing conclusions. The Reading/Writing Center also assists students in resume preparation. To inform students of its services, Reading/Writing Center staff members speak to classes at the beginning of the semester and provide flyers to attach to course syllabi.

The Study Assistance Center provides peer tutoring and limited professional tutoring for students who need help in mathematics, accounting, natural sciences, electronics, economics, and foreign language. Most tutoring takes place in the Study Assistance Center, except for most natural sciences tutoring, which takes place in the biology labs. Math and Science tutoring accounts for 52% of the Study Assistance Center for peer tutors, with 514.75 hours out of a total 987.25 tutoring hours during the Fall 1991 semester. Biology tutoring accounted for an additional 37%. Statistics kept for the past three years show a marked increase in tutoring hours from Fall 1990 to Fall 1991, with Fall 1991 at 150% of Fall 1990 hours. Indications are that the trend will continue as enrollment continues to rise and will escalate as Richland continues to recruit from non-traditional populations. (See Appendix 7.3 for complete Reading/Writing and Study Assistance Center usage statistics.) Tutoring in computer science, office technology, and data processing has been transferred to the Business Division from the Study Assistance Center to allow the tutoring to take place in the computer labs. These sessions are conducted by and budgeted for by the Business Division. Until Summer 1992, the Study Assistance Center was administered through the Learning Resources Center. As of Fall 1992, the Center was incorporated into the Communications Division to centralize tutoring functions where possible. The Center was moved to W142 to take advantage of the NovaNet currently used by the GED Center and to provide more space.

GED/ABE Programs/ Adult Literacy

Adult basic education and literacy are two critical components of Richland's service to the community. The high school dropout rate has reached more than 25%, with a dropout rate of as high as 48% for some demographic groups. Local Area Planning Council figures estimate that about 10%--or 14,800--of the adults in Richland's District have less than eight years of education. These facts, coupled with the need to overcome the pressures that forced those adults to drop out in the first place, have demanded that Richland's ABE/GED division remain active in the community. The program is managed by a director, with a full-time secretary. A GED counselor helps students complete their coursework and prepare for employment, college, or further training. An Outreach Specialist and an Information, Recruitment and Retention Coordinator work with individuals and community groups to ensure that services are matched with community needs. Funding is provided through a variety of grants. (See Appendix 7.4.)

In FY90, the Adult Education program served 898 students, 63% of whom read below an 8.9 grade level. Of the total, 34% of those students were minorities, 74% were unemployed, 41% were on public assistance, and 6% were disabled. To date in FY91, the program has served more than 1300 students, utilizing twenty-five part-time instructors each semester.

Approximately thirty courses held each semester include self-contained reading, ABE and GED classes starting at regular intervals, and open entry-open exit study skills classes using individualized instruction, Project READ volunteers, and the computer assisted learning program, NovaNET.

Other Richland programs designed for adults are located off campus. Project READ, Richland's literacy program, heightens awareness of illiteracy among the community, recruits volunteers to teach and to work individually with clients, and enlists clients. Project READ is housed in downtown Decatur at the Center for Academic Enrichment, which is run by the JTPA. A unique arrangement between Richland and Baby TALK, a local family literacy agency, serves parents in adult education classes at the Longview

Apartments and at Head Start, where free child care service is provided. Parenting and literacy classes are offered along with ABE/GED classes; child care service also is provided. Parents learn ways to encourage their children to read and learn.

About 40% of the adult education classes are held at Richland Community College. Off-campus classes are held at various locations, including the Decatur Public Library, Salvation Army, JTPA, Greenwood Manor Apartments, Head Start, the Decatur Macon County Opportunities Corporation, and Decatur Housing Authority's Longview Apartments. ABE/GED classes also are conducted at area businesses that have included Wagner Castings Company, Caterpillar, Inc., Mueller Company, and A. E. Staley Manufacturing Company.

Conclusions

The Developmental/Remedial Task Force studied all aspects of the College's preparatory and tutorial services, and made the following observations:

The RWC needs more space, but its professional tutoring with specialists in both reading and writing serves the students well. The Study Assistance Center, including mathematics tutoring, accounting and biology tutoring, and other general business and science tutoring, needs more professional tutoring. The ABE-GED program serves students well at various times, places, and methods of scheduling. Recruiting students who need the services is a continuous task, and a regular system of counseling for the students is in place. The adult education laboratory, a new integration of open entry-open exit instruction via the NovaNet to support the regularly scheduled classes works well. The NovaNET also has been integrated into the Study Assistance Center's support for disadvantaged students through Perkins money. The computer tutoring needs increased funding for tutors and computers and should remain independent of the Study Assistance Center.

The English developmental classes have been refined over several years, and the placement and student progress are good in the programs, but the staff is working to refine the sequence still further. The mathematics developmental classes are being revised to have a longer, broader variety of classes for the students who need to start at that level. Both the English and mathematics classes are well-integrated vertically into subsequent reading, writing, and mathematics classes, with the faculties in each discipline responsible at all levels.

Another area of concern with adult education is the current structure of the English as a Second Language courses. With fewer than 50 students a year, two distinct tracks are needed and currently are handled by individualizing students' needs in classes. One track needs to exist to prepare students to move into college and university classes. The other matter is that the ESL classes need to be reintegrated into the Adult Education funding patterns to help support the program with funds possibly available from Illinois Board of Higher Education (IBHE).

Recommendations

Chapter 7 - Educational Programs (Developmental, Remedial, and Study Assistance)

1. A leader in developmental/remedial education and their support services is needed to coordinate and direct the various services.
2. Mathematics, biology, accounting, and other general business and science tutoring needs should be supported more strongly with better space and more professional tutors.
3. Although the services which are provided by Richland compare favorably with other institutions in most ways, the services which exist should not be excised because the College does provide better services out of its regular budget; the services are a valuable retention tool in the College.

Continuing Education/Community Services

Because defining "continuing education" is difficult, the history of Continuing Education at the community college has been one of searching for a definition and purpose, identifying needs, and attempting to serve those needs. Responses to a survey conducted to determine other community colleges' definitions of continuing education revealed that none of their definitions are concrete. (See Appendix 7.5.) Richland's own definition has undergone many changes, reflecting shifting values and economic climate of the College as well as the community, as illustrated by the many title changes the continuing education administrative position has undergone: Director of Evening Classes, Director of Public Services, Dean of Public Services, Dean of Continuing Education and Special Programs, and Director of Institutional Development. Over the past 20 years, offerings have varied widely, including recreational, craft, and business-related programs. The programs have been offered on and off-campus in Decatur and its surrounding communities with moderate success.

In the 1970s and early 1980s, continuing education programs expanded and reflected an increased emphasis in this area. Departments were formed to coordinate and facilitate these programs: Off-Campus Instruction, with the Clinton Center and a corps of community representatives for outlying areas, and the Business Development Assistance Center (BDAC)/Small Business Development Center (SBDC), with a grant funded staff, for economic development and small business programs. Most of the activities generated by these areas, as well as the on-campus and Decatur programs, were coordinated through the office of the Dean of Continuing Education and Special Programs. For example, in the Spring of 1982, Richland offered 120 non-credit classes inside the city of Decatur, mostly off-campus, 23 College for Young Learners classes, both on and off campus, and 76 non-credit classes in 12 different communities throughout the RCC District, with 10 community representatives coordinating the activities in these communities. Between 40% and 60% of these courses had enrollments sufficient to run each term on the same cost-recovery-based fee structure that exists today. The cost of a non-credit course has not increased appreciably over the last 20 years, remaining between $12 and $25 per student. The course offerings have ranged from business skills courses such as typing, to personal development courses such as creative writing, and perennial favorites such as antique collecting. Separate continuing education class schedules often were printed, and flyers were distributed in the various towns where classes were offered.

In the mid 1980s, the Dean of Continuing Education position was eliminated with the understanding that the four academic divisions would arrange continuing education programs related to their respective areas. BDAC and Off-Campus Instruction continued their programs but reported to the Office of Instruction. This arrangement also transferred many programs and services that had been coordinated by the Continuing Education Office, primarily on-campus and local non-credit, to the Office of Instruction. Remaining programs, such as the College for Young Learners and the Science Fair were passed from one department to the next or simply were not presented.

Community service programs currently are coordinated by a specific individual or department, which sees to it that the programs continue to thrive; for example, the JETS/TEAMS Competition now is sponsored by the Industrial Technology and Mathematics Division and People's Law School is presented by the Center for Business and Community Development, the successor of the BDAC. Some community service programs are an outgrowth of student clubs, such as the creative writing publication *IMAGES*, and museum trips sponsored by the Art Tour Club. These programs often can rise and fall in response to current community interests.

The Business Division has been one of the most successful in developing these programs. Under the supervision of a faculty member given release time, it offers computer-related courses and develops customized office-related training programs for local businesses.

The Off-Campus Instruction programs have remained fairly steady with a shift in emphasis from non-credit to credit. However, the number of community representatives and locations has declined due to low salaries and higher facility rentals, respectively.

The Center for Business and Community Development (CBCD) is an administrative unit which covers economic development and small business development. In the College's current organizational structure, the CBCD no longer reports to the Office of Instruction but is an independent position answering to the President's Office. SBDC assists the small business community and provides non-credit workshops and seminars from time-to-time. Economic development creates customized credit and non-credit programs for local businesses and presents seminars and workshops for the general public, designed to enhance the quality of life in the District. CBCD also coordinates several programs such as the College for Young Learners and the Science Fair. (See Appendix 7.6 for funding and services.)

Most of CBCD's current continuing education offerings are non-credit, fee-based courses, although CBCD has been developing Vocational Skills credit courses. In Spring 1992, Richland offered 12 computer-related non-credit classes on campus; 19 non-credit off-campus classes in five

different communities, coordinated by three community representitives; and 15 business and industry-related workshops developed by the CBCD. The cost of these courses has remained within the $12 to $25 range, except when lab fees, such as computer lab fees, are required. Computer-related classes cost approximately $50. Business and industry-related workshops developed by CBCD can range from $30 to $200, but still operate on a cost/recovery basis.

Little coordination occurs among the various groups that develop and channel programs through the Office of Instruction for inclusion in the Class Schedule. Course ideas for Off-Campus Instruction are developed by the Director and the community representitives. CBCD and the Business Division develop ideas presented to them by business and industry, or fulfill specific requests. Other miscellaneous ideas presented as course proposals are directed to the Office of Instruction and are filed there. Each group makes its own arrangements with the appropriate College departments for the collection of fees, which at times creates confusion and duplication of services. For example, last summer, College for Young Learners was conducted off campus as well as on campus but under two different coordinating departments.

Conclusions

Continuing education is a program that has survived changes in organizational structure, economic and social changes in the District, and even its own identity crisis, to remain an integral part of the community college system and mission. The program has had moderate but consistent success at RCC, and certainly has been beneficial for many in the District. The strengths of the program include variety, cost effectiveness, and adaptability to the needs of the community. Its weaknesses include a lack of definition, lack of marketing, and lack of a central, organized administration.

As more people in the District turn to educational institutions to improve job skills or develop new ones to survive these uncertain economic times, Richland is uniquely equipped to take a leading role because of the continuing education aspect of the College's mission. Richland, however, must be willing to devote personnel, budget, and organizational support to this program to promote it to the public and run it effectively and efficiently.

Recommendations

Chapter 7 - Educational Programs
(Continuing Education/Community Services)

1. The continuing education program should be developed over a period of time, perhaps as an outgrowth of CBCD, which currently appears to work most frequently with continuing education workshops and community service programs.
2. An account should be set up for revenues from non-credit/continuing education programs to enable continuing education to fund itself, including additional part-time personnel initially, then become self-perpetuating through growth in additional programs and revenue.
3. A Dean of Continuing Education should be appointed to lead the continuing education effort and coordinate departments.
4. Non-Credit/Continuing Education programs should be clearly separated from credit offerings in promotional materials and registration procedures to eliminate confusion. This includes putting non-credit classes into the computer system to eliminate paperwork, streamline procedures, and save time.
5. More non-credit offerings should be moved to credit courses (through vocational skills, for example) to benefit the College by increasing revenues and benefit the students by giving them not only a high-quality educational experience but also college credit. The term "non-credit" eventually should be replaced with something more positive which will reflect the enhancement of quality of life that continuing education provides.
6. Supplemental Recommendations:
   A. Encourage more full- and part-time faculty to become involved in developing ideas for courses and programs and linking continuing education programs with regular College programs.
   B. Link with community agencies that are dedicated to the community education concept to better serve the community and avoid redundancy in programs.
   C. Investigate and acquire alternative sources of funding such as grants, credit reimbursement from the State, and underwriting by corporations.
   D. Work with the academic divisions to develop more off-campus credit courses.
   E. Expand the number of locations where courses, both credit and non-credit, are offered in Decatur and throughout the District.
   F. Forecast community needs more effectively.
   G. Offer back-to-back off-campus classes.
   H. Offer one-night-a-week classes.

Academic Support Services

Chapter Eight

Academic Support Services

Academic Support Services consists of the Learning Resources Center, Audio Visual Center, Graphics Center, and the Copy Center.

Learning Resources Center

Mission and Objectives

The mission of the Learning Resources Center is:

- To meet the educational and developmental needs of the students, faculty, and administration at the two-year post secondary level through provision of materials and services.
- To provide the materials and resources to support the curriculum and the teaching needs of the faculty.
- To adapt materials and services to meet the educational and developmental needs of the disabled.
- To collect, organize, and make information available in print and nonprint forms.
- To provide programs to assist students, faculty, and administration in making the best use of available resources.
- To promote information sharing with the universal library community in order to optimize contact and use of outside resources.

Of the standards checklist of 44 basic library services and activities, the Learning Resources Center meets 40. Of the 41 basic instructional media activities and services standards, the LRC meets 34 either alone or in conjunction with the Graphics Center. The complete list of services and activities appears in Appendix 8.1.

Administration and Staff

The LRC staff consists of an associate dean, one professional librarian, six full-time clerks, one 3/4-time clerk, and five student workers. The Audio Visual Center, also part of the Learning Resources Center, has a staff of a coordinator, secretary, 1/2-time evening coordinator, and four student workers. These two centers are being evaluated together according to the new Standards for Community, Junior, and Technical College Learning Resources Programs approved by the Association of College and Research Libraries (ACRL) and the Association for Educational Communications and Technology (AECT).

The chief administrator is the Associate Dean. Staff meetings are conducted regularly to review policies and procedures. Each staff position has a separate job description which was reviewed this year. The Associate Dean and the professional librarian have master's degrees in library science from an American Library Association-accredited college. In addition, the Associate Dean also has a master's degree in audio visual education. The professional librarian is a tenured assistant professor. Both belong to professional organizations and attend local, state, and national meetings as occasion demands.

Technical and classified personnel have appropriate training and experience, and classification, status, and salary are equivalent to those provided for other institutional employees with similar qualifications. While student assistants are employed to perform a variety of tasks, they are not used in place of full- or part-time staff; they supplement staff rather than replace them. Professionals and staff regularly enroll in college credit courses and CEU credit sessions and participate in in-service workshops and programs through the area library system.

Budget

The budget for the Learning Resources Center is developed within the mission statement as part of the institutional planning process; the Associate Dean prepares it each year with input from the staffs of each center who also prepare five-year plans to implement new processes and acquire new equipment.

The Learning Resources budget has increased steadily as a percentage of educational and general expenditure; in 1986-87 it represented 4.10% of the budget while in 1991-92 it was 5.21%. (Appendix 8.2 shows these percentages.) The consistent budget increases have allowed for a systematic increase in contractual and automated systems. The growth in budgets is a direct reflection of the growth of the automated system used for on-line cataloging, circulation, and public service terminals.

Services

The LRC meets 35 of the 42 basic library services and activities specified by the ACRL and the AECT. The standards that are not met are acquisition of computer software, government document selective depository, independent study guidance, and term paper counseling, the last of which is provided by the Reading/Writing Center.

The program seeks to enlarge access to the services available through the computerized on-line card catalog, automated circulation, CD-ROM database for periodical searching, and access to the Illinois-Online (IO) database for searching the state for books and periodicals. However, the LRC professionals are taxed by the many service requests from students and faculty. Services include orientation sessions for all English 102 classes and most speech classes. Each professional serves on many College

committees and provides course development support for many classes.

Collections
All print and non-print materials in the Learning Resources Center are catalogued or included in the on-line catalog. In addition, the LRC prints both a *Periodicals Holdings List* and *Media Index*, which list periodical subscriptions and audio visual holdings. All materials are catalogued according to the Library of Congress system.

While the collection currently is 27,619 volumes, this does not meet the minimum recommended size of 40,000. (See Appendix 8.3.) A comprehensive selection policy is included in the *LRC Policies and Procedures Manual*. The professional librarian makes primary selections for the collection using professional journals and materials and recommendations from faculty, administration, staff, and students. The plan for growth for the book collection in the Learning Resources Center is established for the addition of 800 to 1,000 volumes each year. This is in conjunction with its active weeding policy.

The reference collection is excellent for a community college. Because reference costs escalate faster than the College budget increases, maintaining this quality has been difficult. As a result, some titles are purchased only every other year and some every third year. An archives room in the LRC houses historical materials related to the College. Materials are catalogued and kept on closed reserve.

The space in the Learning Resources Center is divided into areas of circulation, group work, individual study, reference, and leisure reading. The LRC has four student study rooms, although these frequently are scheduled by faculty committees and outside groups. The new Shilling Community Education Center may provide space for many of these groups. However, the total space does not meet the recommended requirement of 21,300 square feet. (See Appendix 8.4.) The total LRC space of 15,000 square feet is 10% of the 150,000 square feet of the main campus building and includes 67 study carrels, 12 audio visual carrels, two specially-equipped carrels for visually challenged students, four carrels for wheelchair students, 68 seats for study and work, and 25 seats for leisure reading. This amount of space serves the students' needs.

Graphics Center
The Graphics Center was restructured this year. Instructional graphics and community relations graphics were unified into a new cost center as a subdivision of the LRC. The new unit streamlines the production of all College graphics projects while the combined budget allows more inexpensive group purchases.

The new Center is responsible for typesetting, designing, and preparing for printing the following: brochures, flyers, office forms, newsletters, newspaper ads, semester class schedules, and the *College Bulletin*. Photographic services include production of black and white prints, color prints and slides, and press photography. Display and instructional materials include engraved signs, laminating, matting, mounting, signs, and transparencies. The Center staff also assists with any College projects which require graphics expertise.

Copy Center
The Copy Center is responsible for all College printing from instant copies to two-color publications. The Center duplicates tests, handouts, syllabi, flyers, and any other requested materials. It also serves the Graphics Department by printing various jobs ranging from basic forms to more complex one- and two-color brochures, flyers, and newsletters. Special processes performed include collating, stapling, 3-hole punching, folding, labeling, and spiral binding of print materials. The Center also delivers completed projects to the entire College four times daily.

The Copy Center is staffed by a supervisor, two full-time press operators, one three-quarter time copy operator, one student worker, and one high school work practicum student. The Center operates 58 hours per week.

The faculty survey revealed that they typically use Center services 4.5 times per week. The survey also revealed unanimous satisfaction among the faculty with the Center's completion of their duplicating projects in a timely manner.

Recommendations

Chapter 8 - Academic Support Services

Learning Resources Center

1. While the LRC is using current technology for the CLSI on-line catalog, CD-Rom for periodical searching, a FAX system with SILO for interlibrary loan of periodicals, and computer searching for books on the Illinois On-line system, continued expansion must occur. These electronic systems eventually may replace paper indexes and subscriptions.
2. With increased use of the LRC during the evening hours, a part-time professional librarian should be on duty. This position was eliminated six years ago.
3. The LRC book budget must be increased to attain ACRL/AECT standards. The collection now is at 28,000 volumes while the standards call for a collection of 40,000.
4. New funding must be added to the budget for the development and continuation of an allied health/ nursing collection. The existing budget cannot support these expensive book, periodical, and media items.
5. Develop and institute a College policy for reports and College materials to be systematically sent to the LRC to be cataloged and kept in the Archives Collection.
6. A replacement budget for audio visual equipment should be included in the budget process which currently necessitates replacement equipment purchasing from the general capital account.

Graphics Center

7. The Graphics Center needs to plan expansion to meet the needs of the Shilling Center. The increased need for sign and poster production, for example, is being considered.

Copy Center

8. The Copy Center needs to reinstate the five-year scheduled replacement cycle of equipment and process upgrading.

Student Development and Services

Chapter Nine

Student Development and Services

The Student Development and Services Office (originally called the Admissions and Counseling Office) was established in 1972 to provide counseling, advising, and other support services to students. The Student Development and Services Office (SDS) is administered by a Dean who reports directly to the President. In addition, there is one administrative staff member, four counselors with academic rank, nine supervisory and/or professional-technical staff, and 11 full-time and five part-time clerical staff members. The office is open five days and four evenings each week.

SDS offers many programs and services of benefit to students. All, except for Child Care and Student Activities, are housed in the SDS office near the main entrance of the College. These services are: recruitment, admissions, career counseling, academic advisement, registration, orientation, financial aid, student records, job placement, articulation with four-year colleges, administrative data processing, the Transfer Center, the Options Program, testing, student activities, student government, Student Mentor Program, high school relations, athletics and intramural sports.

Admissions and Academic Placement

Students may apply for admission at any time the College is open. Admission is open to all who have either a high school diploma or High School Equivalency Certificate; high school juniors and seniors also may take classes at Richland, earning credits in escrow which then are awarded after the student completes high school. Admission requirements for specific programs of study may vary. Current admissions policies are detailed in the *College Bulletin*.

The Director of Admissions, Records, and Research oversees admissions information and state requirements, and makes admissions decisions where necessary in individual situations.

Assessment tests in reading, writing, and mathematics are given to ensure placement of students into appropriate courses. Testing is done by proctors hired and supervised by the Communications Division's Reading/Writing Center. During the 1991 fiscal year, 3,000 placement tests were administered. This represents a 14% increase over the same period of 1989-1990. Students must complete placement tests before being admitted into numerous courses; often, this complicates the registration process as students must find time to complete the tests prior to registering. To streamline this process, SDS and the Reading/Writing Center have worked together to schedule testing hours at convenient times, particularly during peak registration periods. In addition, proctors accompany counselors to register students in high schools, factories, and union halls. SDS administrators and other College staff also ensure that testing information is prominently displayed in the Class Schedule and other registration literature. As an increasing number of academically underprepared students continue to enroll, assessment activities will need to be expanded.

Advisement and Counseling

The Dean, four counselors with academic rank, the Options Director and two Options Counselors as well as the Coordinator of the Transfer Center provide counseling and advising services. Full-time faculty also advise students. Frequent SDS staff meetings keep the professional staff aware of changes in programs, courses, and careers.

Most students at Richland must see an advisor each semester in order to register. Only students enrolling in one course without a prerequisite are exempt from having an advisor sign their schedule in order to register. Since many courses at Richland have prerequisites, this policy assures that most students will talk with a faculty member or SDS advisor about their courses of study each semester. Although advisors are available whenever the College is open, most advisement occurs during specifically defined early registration periods prior to each semester. Early registration for Fall Semester lasts 16 to 18 weeks and for Spring Semester approximately 10 weeks. For the 1991 Fall Semester, 2,726 students registered with faculty or SDS advisors during early registration.

Because appointments with SDS counselors fill quickly, new methods of advisement and registration have been instituted. In the 1989-90 academic year, for example, "Walk-in Wednesdays" in lieu of formal appointments allowed students a chance to register on a first-come, first-served basis. For the 1992 Spring Semester, approximately 590 students registered on these walk-in days. "Lobby Registration" also was begun to help publicize early registration for currently enrolled students. Faculty as well as SDS counselors registered between 300 and 400 students at tables set up in the lobby.

Scheduled registration occurs during two designated days immediately preceding the beginning of each semester. New and returning students are admitted, tested (if necessary), advised, and registered in one visit. For the 1991 Fall Semester, 887 students were registered during scheduled registration. Students also may register during the first week of the semester. Both SDS advisors as well as faculty participate in regular and late registration.

Career counseling is provided by all SDS advisors, who have the following tools: 1) Discover, a computerized

career guidance system which includes an interest test as well as information on hundreds of careers, 2) ACT Career Planning Profile, 3) the Strong Campbell Interest Inventory, and 4) Horizons Career Guidance System. Students use these tests and resources and may meet with an advisor for additional guidance.

Students are given an SDS evaluation form each time they have a scheduled appointment with the professional staff. Students respond to 14 questions with a ranking of 0 (low) to 5 (high). The staff consistently receive overall rankings between 4 and 5.

Although SDS has tried these methods, many students still cannot meet individually with a counselor during the early registration period because all appointments are full. Advisors often are frustrated in providing a full range of counseling to students during busy "walk-in Wednesdays."

Student population has grown without any corresponding increase in the advisement staff within SDS. Two grant-funded programs have helped, as both the Options Program and the Transfer Center include advisement in the mix of services offered. Some changes are needed, however, in registration procedures to ensure that those who need advisement can see the appropriate advisor.

There is no separate record of how much career counseling is provided since it generally is done at the same time as advisement and career tests are not widely used. Advisors often are frustrated by students who seek in-depth career counseling during the same appointment which has been scheduled for registration or even on a busy "walk-in Wednesday."

Students who need other types of counseling such as personal or crisis counseling are referred to appropriate mental health services.

Student Records

The Student Records Office adjoins the Student Development and Services Office and is open day and evening.

The Records Office is administered by the Director of Admissions, Records, and Research. The Director supervises four full-time and two part-time clerks. Their responsibilities include registering one-course and non-credit students, entering all application, registration, current course information, and transcript processing into the CARS computer program.

Confidentiality of student records is a high priority in SDS. Each computer user has a confidential password to access student files, and terminals are not accessible to students or the public. Student files are kept in a separate file room which is locked when staff is not on duty.

Financial Aid

The primary functions of the Financial Aid Office are: to assess the financial need of students, award aid equitably, and assure that funds are managed in compliance with all appropriate rules and regulations.

The demand for financial aid and related information has increased dramatically in the last few years. In 1991-92, the students visiting the Financial Aid Office for assistance received a total of $1,985,441. (Appendix 9.1)

In January 1992, the Financial Aid Office reorganized and gained a half-time staff position. It currently is administered by the Director of Financial Aid and Job Placement, a full-time Financial Aid Specialist, one full- time and one half-time clerk, and a work study student.

The Director and Specialist currently each have an office, while the clerical staff works in an open and congested office area which also houses job placement information.

Because of increased demand for services, the Financial Aid Office began conducting workshops to assist students in filling out necessary forms and to explain the procedures necessitated by State and Federal regulations. In 1990-91 36 workshops were conducted, serving over 250 students. The staff also conducts financial aid seminars in the community and in the high schools.

The Financial Aid programs administered through this office include: most Title IV programs, assistance through the Illinois Student Assistance Commission, as well as various institutional scholarships awarded by the Richland Community College Foundation. Financial Aid also publicizes many scholarships which are available from state and community groups.

The Financial Aid Office awards more dollars to more people each year. Demand for financial aid services should continue to grow steadily as unemployment rises in the District and as Richland continues to recruit and enroll more disadvantaged students through many special programs such as the Options Program, Opportunities Program, and JTPA. A recent review revealed very few problems in complying with Federal regulations.

The recent increase in staff will help improve services to students because the Financial Aid Specialist will devote most of her time to seeing students, while the clerks focus their efforts on necessary data gathering and reporting. While the staff will receive further training, the reorganization already has resulted in substantial improvement. Additional space for financial aid currently is being sought to provide increased confidentiality for applicants and to better secure their records.

Job Placement

While job placement assistance was discussed in connection with educational programs, the office is located in SDS. Businesses and agencies report job openings which then are posted in a full-time, part-time, or summer "Job Book." Twice a month job listings also are posted on flyers around campus and in the student newspaper to encourage students to utilize the job placement program.

When job openings are related to RCC courses or programs, copies of the listings also are sent to the appropriate faculty. More than 375 openings were posted in 1990-91, representing over 250 different employers. Six employers recruited or interviewed on campus.

In the past, very little follow-up was done on the job listings. No accurate records are available, for example, of how many of the 375 openings were filled by Richland students. There also is very little outreach into the business community to encourage more usage of the Job Placement Program.

Activities to help students with their job search in 1990-91 included three non-credit classes in job search techniques, presentations to vocational classes about job search skills, and individual counseling for resume assistance or job search assistance. For 1992-93, the Director of Financial Aid and Job Placement will devote 50% of her time to job placement, which will allow for increased visibility both in the community and with the students.

Orientation

Orientation activities are designed to acquaint students with the physical, social, and academic environment of the College. Students learn about programs, degrees, college procedures, and regulations. Students are familiarized with staff, special services, and resources.

Attendance at orientation is not mandatory, but all new students are encouraged to attend one of the planned sessions which are held day and evening.

In order to provide a more in-depth orientation for students, Orientation 100, a Seminar in College Life Skills, was begun in 1990. This eight-week class is designed to help students take control of their educational and personal development. Although other colleges have found similar courses beneficial, enrollment has been low in Orientation 100 since it is not required for any students and does not transfer to most four-year colleges.

Because so many new students do not attend orientation sessions, SDS began printing a one page fact sheet for students which serves as a mini-orientation. It is updated for each semester and given to new and returning students when they register. It lists important dates for the semester, information on how to drop and add courses, and important services on campus.

The Student Mentor Program was begun in 1990 to train students to help other students. Although not strictly an orientation program, Mentors do play a role in official orientation programs. They also provide a personal touch as they meet with students one-on-one. There are six mentors trained each semester, and each is paid a $150 stipend for their services. They wear special name tags, and letters are sent out to new students from the mentors each semester explaining the Mentor Program. Mentors often serve as tour guides, work at registration, and help out in other ways.

Richland provides many opportunities for students to learn what they need to know to succeed at college. However, many new students fail to take advantage of any orientation because none of the orientations are mandatory. Given the diversity of students' backgrounds, the complexity of various patterns of school/work/family, and the increasingly confusing distinctions between kinds of programs, the orientation function is one that is becoming ever more essential to students.

High School Relations

One SDS advisor is designated as the Director of High School Relations. In that position, the Director is responsible for recruiting graduating high school students from the 19 high schools in Richland's District. The Director visits each school a minimum of twice per year. High school visits generally include conversations with counselors, appointments with individual students, and (at some schools) on-site registration for classes.

The Director also appears at area College/Career Fairs. In recent years, two major fairs have been held--one, sponsored by Partners in Education, is aimed at high school students in Macon County; the other is held at the Mt. Zion High School for their students.

Throughout the year, the Director of High School Relations maintains contact with high school counselors through an annual Articulation Breakfast and periodic letters and newsletters. A videotaped overview of Richland, aimed at a teenage audience, was produced in 1991 and paid for by the Richland Foundation. Copies of the videotape are available at area high schools, along with posters, business reply cards, and brochures. An advisory committee made up of area counselors informs the Director of problems and issues in the schools.

Richland has made a commitment to graduating high school students, and that commitment has been worthwhile. For the past two years, about one-fourth of all graduating

seniors have come to Richland. That figure shows that such efforts pay dividends. However, that percentage can be even better. As the economy continues to be troublesome, Richland's low-cost, high-quality education should look ever more attractive to high school students thinking about employment.

Transfer Center

The Transfer Center, funded by a HECA grant, was created in Fall 1990 to increase the number of minority students entering transfer programs, graduating, transferring to four-year colleges, and subsequently earning baccalaureate degrees.

The Center also provides information and assistance in identifying, locating, and applying to four-year colleges for all students. The Center was used by more than 600 students in the last academic year.

During that time, staff members also made 20 visits to community agencies and high schools, conducted Operation Aspire, a summer outreach program for minority youth, held five workshops designed to build self-esteem and promote self-worth among minority students enrolled at Richland, conducted six transfer workshops for Richland students, sponsored visits to six senior institution campuses, and published three newsletters.

Currently the Transfer Center is developing a Peer Advising program in which Richland students will help other students in the transfer process.

The Transfer Center engages in long-term work with community youth to encourage them to pursue college degrees. Almost 18% of the students who used the Transfer Center in the past year were minority students although just 9.1% of students enrolled in transfer programs are minority students. While the number of minority students enrolling in transfer programs has not significantly changed since the Center's inception, it is apparently reaching its intended clients.

Minority Recruitment

There has been no organized effort to recruit minorities at Richland in recent years, other than in grant-funded programs such as the Options Program and the Transfer Center. Because of limited or inconsistent funding in those areas, most resources are spent serving current students instead of attracting new students. Current enrollment shows about 9.5% minority students; the minority population of the District is roughly 17%.

Minority recruitment needs to become a higher priority. As Richland's mission becomes more focused, the College as a whole must remain aware of the diverse population to be served. In Decatur, secondary school dropout rates are highest among black males. A strong program that begins at that level eventually may have a positive impact on that dropout rate.

Student Activities and Athletics

Student activities at Richland include student governance, organized cultural activities, entertainment, workshops, and charitable fundraisers. In addition, student activity fees fund capital items and materials to enhance campus life.

Funding for student activities comes from four major sources:

- a per-credit-hour fee paid by all students in credit courses
- commission on food service sales
- commission on pay telephone fees
- commission on video game fees.

The 1991-92 student activities budget is included in Appendix 9.2.

Clubs are formed as student interests arise. Current clubs include Black Student Association, Data Processing Management Association, Ebony Men, Film Club, Honors Club, Horticulture Club, Forensics, Nursing Club, Phi Beta Lambda, Phi Theta Kappa, Richland Engineering Society, Spanish Club, and Theatre Engage. Each club has a faculty advisor; an annual budget is submitted to the Student Senate (comprised of students elected by their peers), which may approve, disapprove, or modify their request.

Student activities include concerts and performances, workshops, seminars, lectures, dances, subsidized trips to sporting events or museums, films, and informational displays. Approximately 20 to 25 activities per semester are held. An annual budget is set by the Student Senate and given to the Program Board (made up of all interested students), which then decides how the money will be spent.

Richland's athletics program consists of an intercollegiate men's basketball team and intercollegiate women's volleyball team. An Athletic Director serves as coach of the basketball team; the rest of the staff includes an assistant basketball coach and a volleyball coach. A limited number of athletic scholarships are available through the Richland Foundation although those scholarships are not always used. Practices and games are held at the National Guard Armory in downtown Decatur, scheduled to close in 1993. Student support for the teams has been extremely light, and the athletics program also suffers from a poor image and the impending loss of a facility.

Student activities affect the quality of campus life for many students; because community college students often do not spend their spare time on campus, the challenge for those involved in Student Activity planning is to offer events or

clubs that will attract students to remain on campus after their classes are over. The Shilling Community Education Center, to be opened during the 1992-93 academic year, will provide a new facility for entertainment which is currently scheduled in the Mueller Student Center, the central core of the campus. Entertainment at the Shilling Center may be different from the current offerings that students may stop and see for a few moments between classes. As the student population changes and Richland continues to serve older returning students, the nature of student activities may need to change to reflect a wider variety of cultural tastes.

Child Care Learning Center

The Child Care Learning Center provides on-campus qualified care for the children of students and staff. The Center is staffed by persons with AAS degrees in Child Care and by students who currently are enrolled in child care classes. The Center is licensed by the Department of Children and Family Services. Parents pay $1.50 per hour; limited financial assistance is available through several grant-funded programs.

The Child Care Center has four stated objectives:

- to provide a rich variety of activities which encourage exploration and creativity
- to help children respond in ways that are appropriate to and acceptable for a member of society and their families
- to help children develop positive self-images and an acceptable way to express their feelings to others
- to meet the children's need for exercise, good nutrition, safe behavior, and gross and fine motor skills development.

Parental involvement is an important component of the Center's child care. Parents are given a list of weekly topics to encourage discussion between them and their children. Orientation sessions are held each Fall, and a monthly newsletter informs them of activities. Evaluations are mailed to each parent in the Fall and Spring.

The Child Care Center is well used. In Fall 1990, 170 children were enrolled and in Spring 1991, there were 225 children who used the services. The service is funded primarily through user fees; however, any shortfall in revenues is provided by College funds. The amount is relatively small; in FY88 through FY90, the shortfall averaged $5,000 (less than $20 annually per regular attendee). Student activity fees also contribute to the Child Care budget by purchasing all materials and supplies for the Center.

Generally, the Center is able to keep up with the demand for services; however, during some peak times, a waiting list is created. Peak times include early morning and early evening hours, particularly at the beginning of the semester. Child care staff also find it difficult to work with children and assess and collect fees at the same time.

The Child Care Learning Center provides a valuable resource for students. Parents who otherwise may not be able to take classes can do so because of the on-campus child care. It is the only child care center in Decatur which welcomes part-time attendance and is willing to work with students' schedules. Parent evaluations of the Center are very positive.

Options Program

The Options Program is a group of grant-funded education and employment programs primarily for women. The Displaced Homemaker Program began in 1982 with a $17,000 grant from DCCA. The FY92 program included:

Options Program Funding

Displaced Homemaker	$60,000	DCCA
Single Parent	$48,000	DAVTE
Options in Technology	$30,000	DAVTE
Life Skills	$48,000	JTPA
Families in Transition	$28,000	DHA+donations
Options Total	$214,000	

This diverse funding base has increased fiscal stability in the Options Program, but also has greatly increased the administrative tasks always associated with such grants which leaves less time for staff to recruit and counsel clients.

In 1990-91, the Options Program served 348 women. Of those, 215 enrolled in GED or college courses and 62 were employed with assistance from the Options program. Others participated in workshops or used other Options services. Services to Options participants include: a job readiness workshop, individualized career counseling, academic advisement and job search assistance, as well as funds to assist with tuition, books and supplies, and child care and transportation.

Currently the program has a director, two full time vocational counselors and a three/quarter-time secretary. It is housed in C144 which provides easy communication with all SDS services. However, staff do not have separate offices so participants do not have privacy when talking to counselors. Also, workshop space is limited and cannot be customized as it must be borrowed from academic areas.

The Options Program provides a valuable service in the community. It has recruited approximately 200 new students a year for Richland, and has helped retain these students by providing needed counseling, as well as paying for child care and transportation.

Master Scheduling

The SDS Task Force also studied the concept of master scheduling. Although course scheduling is not a function of SDS, it is important because SDS works so closely with students and their schedules.

The accepted definition of master scheduling is "a method of offering and scheduling classes to ensure that students can complete programs in a designated period of time." A full-time student then would be guaranteed that the classes needed to complete his degree would be offered in the sequence printed in the *College Bulletin*. An evening student who attends half-time should be able to finish a degree in four years.

Conclusions

- Some problems with the way courses currently are scheduled at Richland exist. Advisors do not know which semester a course will be offered; therefore, they cannot do any long-range planning with students. Also, because scheduling currently is done by each division, two required courses might be scheduled at the same time because they are offered in two different divisions.
- The SDS staff is given high ratings by students who use the services.
- Increased staff in the Financial Aid area, with the inclusion of a Financial Aid Specialist, will provide more responsive service to students.
- Staff reorganization has provided a half-time director for Job Placement, increasing the visibility and usefulness of placement efforts.
- Work with area high schools is paying off; about one-fourth of all graduating seniors in the District come to Richland.
- The completion of the Shilling Community Education Center will provide a new venue for Student Activity programs, displays, and entertainment.
- The Child Care Learning Center provides flexible, part-time care, which other licensed care centers avoid. Parent evaluations of the Child Care Learning Center are very positive.
- The Options Program serves an important segment of the population and recruits about 200 students per year to Richland.
- The Transfer Center has been established to increase the number of ethnic minorities who enroll in complete two-year transfer and baccalaureate degree programs.
- Placement testing needs grow with the increase in student population.
- Some students still are unaware until they attempt to register for classes that placement testing may be required.
- Registration procedures still need to be refined. Because early appointments fill quickly, students have trouble arranging to meet with SDS counselors, and counselors in turn must spend less time than they would like with each student.
- Individual career counseling is limited because counselors become busy registering students.
- Personal and crisis counseling currently is not available at RCC.
- Records policies, particularly regarding drops and withdrawals, may need reappraisal.
- Additional space for Financial Aid is needed to improve privacy and confidentiality.
- As the population of re-entering adults and nontraditional students increases, orientation becomes more important while these same students have less time for typical orientation sessions.
- The number of minority students enrolling at Richland, and particularly in transfer programs, is growing too slowly. Minority recruitment needs to become a higher priority.
- The athletics program suffers from a poor image, weak student support, and the impending loss of a facility.
- Collection of fees in the Child Care Learning Center takes up valuable instructional time.

Recommendations

Chapter 9 - Student Development and Services

1. Organize and provide coordinated registration activities for credit students which maximize student access to desired classes with appropriate opportunities for academic advising and placement testing.
2. Establish a program of recruitment which will touch all types of potential students, regardless of cultural, ethnic, economic, or educational background including the high school graduating senior, the adult student, the minority student, and the international student.
3. Provide comprehensive academic information services for prospective students.
4. The College should develop a two-year master schedule program. Although it is not necessary to schedule exact times for each section or to name faculty for each section two years in advance, students and advisors should know which semester a class will be offered during both the day and evening.
5. Identify space for financial aid staff who need privacy when working with students, parents, and confidential information.
6. Provide individual and group counseling services to students who may be experiencing psychological or behavioral difficulty.
7. Provide programming focused on the developmental needs of students to maximize their potential to benefit from the academic environment and experience.
8. Develop a systematic career-planning program which helps students engage in self-assessment through the analysis of interests, aptitudes, values, previous work experience, personal traits, and desired lifestyles.
9. Provide students with a convenient means of obtaining and interpreting occupational and educational information.
10. Develop an orientation program which provides basic information and skills and knowledge needed for success in college and which targets the needs of non-traditional students and their families.
11. Establish a system which allows for the assessing and collecting of child care fees without compromising the instructional time of the child care staff.
12. Establish an Intercollegiate Athletic Committee to review the existing program and to make a recommendation regarding its future.

Administrative Support Services

Chapter Ten

Administrative Support Services

Three administrative services are handled in-house and have recently undergone radical changes. They are Marketing and Public Information, Personnel Services, and Administrative Data Processing. Auxiliary services are contracted and include the bookstore, food service, and security.

Marketing and Public Information

Until July 1991, the College used the Office of Community Relations, staffed by a faculty member with an extra-duty assignment, to provide information to the community by disseminating press releases, advertising registration periods, and supervising the publication of brochures, schedules, and catalogs.

However, many comments on the Delphi study showed that employees felt that Richland needed to increase its presence in the community and more aggressively market a specific image. The Office of Marketing and Public Information was created in Spring 1991. The first Director of Marketing and Public Information was hired in July 1991, and a marketing plan was adopted in October.

The new Office of Marketing and Public Information absorbed previous functions and, in addition, increased the College's presence at community events, created a marketing plan, formed a Marketing Committee, worked to improve internal communications with a monthly staff newsletter (see sample copy in Appendix 10.1), formalized the Speaker's Bureau, and, in general, began to focus internal communication and external marketing efforts.

The Director of Marketing and Public Information is assisted by an active committee. The Marketing Committee, including administrators, support staff, and faculty from five divisions of the College, advises the Office of Marketing on strategies and College activities. For example, the committee created the themes for the 20th anniversary--"Celebrating a Generation of Success" and "Discover a Lifetime of Learning"--and developed a calendar of activities to celebrate the anniversary.

The Marketing Plan contains seven objectives, many of which have been achieved since its adoption in October 1991:

1. Create an information network to inform the administration about marketing efforts and current or proposed programs and services.
2. Increase enrollment by 6%, or approximately 3300 credit hours per year, by Fall 1992.
3. Identify causes of attrition and improve retention of RCC students.
4. Reinforce the community image of Richland as an excellent, modern educational institution and an asset to the District.
5. Improve internal relations and communication.
6. Increase use of such College services as the Options Program, GED programs, Transfer Center, and the Center for Business and Community Development.
7. Evaluate the services offered by Richland to provide the best possible customer service and support additional enrollment.

These objectives were updated for 1992. Quarterly progress reports are given to the President, the Marketing Committee, and the Board of Trustees.

In May 1992, an image statement was adopted (see Appendix 10.2).

Office of Marketing research includes surveys of current and potential students about their media preferences (to improve advertising), surveys of focus groups regarding the readability of the present *College Bulletin*, and surveys of current students to determine their perceptions of the College. Starting Summer 1992, telephone surveys of the community were implemented to market the College's image.

Personnel Services

The College's first Director of Personnel was hired in March 1991; prior to that, personnel policies and procedures were inconsistently developed and administered. The Delphi survey showed that employees resented the inconsistent treatment of faculty and staff.

The Director of Personnel began to standardize policies, procedures, and paperwork for all employees. While some discontent was felt as changes were made, the Administrative Support Services Task Force concluded, "After a long period of not having a direction and a set of standard rules for the College employees to follow, it is refreshing to finally have such leadership."

A *Staff Handbook* detailing College policies was approved by the Board of Trustees for approval and distributed to all employees in the Summer of 1992.

Staff development, management training, and personal development have become a priority in the new Personnel Office. Two management training workshops were held for all supervisory staff and a series of wellness seminars for the entire staff were offered during the Fall of 1991. Regularly-scheduled Staff Development Days now include

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training in stress management, teamwork, and other vital areas. In-house MS-DOS training workshops have been offered to help improve the staff's computer literacy.

The Personnel Office also has the responsibility of handling insurance questions and employment records as well as assisting with in-service training of all personnel and assisting in the hiring of all new employees.

Administrative Data Processing

Administrative data processing functions include registration, student records, general ledger accounting, budget accounting, payroll, purchasing, fixed assets, teacher evaluations, financial aid, and ICCB reporting. The Administrative Data Processing department is staffed by a full-time director and a full-time assistant. The equipment currently in use is an IBM RS/6000 Model 530, upgraded from a VAX 8250 in June 1990. While the IBM RS/6000 is a powerful machine that meets current needs, it will need to undergo planned upgrading within five years as applications and numbers of users increase. CARS Information Systems software has been the software used by the administrative offices since 1987.

Since the original administrative computer system was installed in 1987, the number of users of the system has grown from eight to 64. Additional users are expected as soon as ports for connecting to the computer are available and demand for changes within the system grows. The College needs to make plans for long-range growth and expansion and plan for disaster recovery.

The management of personal computers on campus is another area of administrative data processing which currently is not being addressed. In the last several years, Richland has experienced a growth in personal computing, as have most businesses and industries. Support for these PCs comes from the Business Division and from the Director of Operations and Purchasing. Since the demand for support will not diminish and the Business Division and the Director of Operations and Purchasing have other duties which require most of their time, Richland needs to look elsewhere for assistance with personal computers.

The Administrative Support Task Force felt Richland should develop an Information Systems Plan which would include possible expansion and growth of the current system to accommodate additional users and functions, which may be needed sooner than expected. This plan also should include the evaluation of other equipment associated with the data processing function. The replacement of old terminals and printers needs to be planned and budgeted.

Personnel needs should be anticipated and included within this Information Systems Plan. The possibility of adding an individual who specializes in personal computers, but who could assist with program development as well, should not be overlooked. The increasing demand for service cannot be met in a timely manner with the existing staff.

A College-wide disaster recovery plan is necessary to address the course of action for the College as a whole, and for Administrative Data Processing specifically.

Auxiliary Services

Bookstore

Richland contracts the bookstore function to Follett's which sells books, supplies, and gift items and operates a book buy-back service. As on virtually all campuses, the book and food services bear the major weight of student complaints, regardless of the structure of operations. College-run stores and book rental services fare little better.

The pricing of new books and the variable but always low prices offered students who sell books back are the major complaints. There have been complaints from faculty and students alike that the bookstore prices books above the publisher's suggested retail price. Students feel the bookstore buyback policies are inequitable; during most of any given semester, the bookstore pays between 10% and 30% of the original price for returned books while during a brief window at the end of the semester it pays 50% of the price until its projected needs are met.

Other bookstore problems are caused by its lack of both storage and sales space. Since the facility opened, student enrollment has increased more than 30% without any additional space allotment for the bookstore. The result of this problem was most dramatically seen when, in August 1992, a wall of overloaded bookshelves collapsed just before the semester began. Customer crowding of the store itself was controlled in part by a program encouraging early textbook purchase and a security-controlled flow of patrons during peak sales periods.

The strength of the bookstore operation comes from the percentage of retail receipts returned to the College. Follett's also argues that it is able by its nature as a national chain to speedily stock texts and buy back texts that will no longer be used on this campus.

There are a number of concerns about the bookstore operation. First, communications between the bookstore personnel, the students, and the College should be improved by more frequent, regular meetings of an advisory committee composed of representatives from the Office of Instruction, students, faculty, and bookstore employees. Second, additional space needs to be allotted to the bookstore, at least for storage. Third, the buyback policy needs to be explored and at least explained. While students should not be insulated from the vagaries of supply and demand, they should not feel captive to them.

Food Service

The College food service operation comprises the retail food service area adjacent to the Mueller Student Center and the vending machine areas located throughout the building. With the opening of the Shilling Community Education Center, it will include the catering operations of the College as well. The food service equipment in the kitchen and the vending machines are owned and maintained by Swartz Restaurant Corporation. In 1988, when the contract was initiated, the kitchen was planned around a short-order food service which has since been expanded to include a salad bar and steam table.

The strengths of the arrangement are the freedom from investment on the College's part and the 8% return to the College which is placed in the Student Activities Fund. A Food Service Advisory Committee, composed of Swartz and Richland administration, staff, and Student Senate members, meets monthly. The Committee facilitates changes to meet current tastes and assures competitive pricing.

The major weakness of the food service operation is its limitation on expansion. Without design changes, little alteration in the format is possible. Also, an efficient method of registering complaints and compliments about the food service such as a restaurant-style suggestion card needs to be developed.

Security

Security services are provided by Hurst Security. At least one person is on duty at the Decatur campus at all times; during the second shift (3:00 to 11:00 pm) two security officers are on duty. For special events and peak periods, additional officers may be hired.

The security staff is responsible for the safety of College property and equipment. They open classrooms and offices each morning and secure them at night. They check critical mechanical and electrical points throughout the building at designated times, make a minimum of two mail runs daily, and deliver items as needed to locations off campus. In addition, four security cameras are located on campus--one aimed at the center core area, and three aimed at parking lots. All activity on camera is videotaped and monitored in the Operations Office and the Security Office.

Conclusions

Communication between Richland officials and Hurst Security staff members is very good. The security staff often provides other services for students and staff--such as helping to open cars with keys locked inside and delivering messages. They patrol parking lots and escort students and staff to their cars after dark. In cases of emergency or theft, they assist in filing necessary reports and assist emergency personnel.

Because of the extra duties the security staff handles, there are times when the campus is left without a security officer on site. With the opening of the Shilling Community Education Center the patrol sweep will be expanded, lessening security as a whole.

A major inconvenience and possible security hazard is the inability of communicate to anyone in the building from the outside after building hours. While the security guards are cooperative when prior arrangements are made, building access is impossible otherwise.

Because of the patterns of routine cleaning, all interior rooms and offices are unlocked and left open most of every night. One security guard must unlock all doors and then, near the end of his shift, resecure them. Although the building is theoretically empty at this time, occasionally people remain to work in labs or offices.

Recommendations

Chapter 10 - Administrative Support Services

1. The Office of Marketing should meet with faculty and staff representatives to refine the marketing objectives and strategies to better meet their needs.
2. The Office of Marketing should work with the Administrative Council and referendum committee to develop research and promotional plans necessary to prepare for a potential referendum.
3. Administrative Data Processing should develop an Information Systems Plan to evaluate equipment and plan for long-term needs; this will include the immediate addition of additional ports to accommodate new users.
4. A procedure should be developed, or responsibility given to specific persons, for management and support of the many personal computers used by College faculty and staff.
5. Administrative Data Processing should develop a disaster recovery plan.
6. The bookstore operation should make attempts to improve communications between bookstore personnel and students with more frequent meetings of an advisory committee which is representative of the College community.
7. Efforts should be undertaken by the College to find additional storage space for the bookstore.
8. The College should explore the possibility of taking over bookstore operations and funding them through an auxiliary service account.
9. The food service should develop a method for students and staff to register both compliments and complaints.
10. The College and the food service should look for ways to develop a more comprehensive food service and expand operations.
11. Security services should be reviewed in order to increase coverage either through physical presence or the development of other electronic devices and aids to improve both communication and surveillance.

College Assessment

Chapter Eleven

NCA Criterion 3: "The institution is a public community college which is accomplishing its purposes."

College Assessment

The institution currently fulfills its broad mission primarily through eight distinct areas: Instructional Services, Student Services, Administrative Services, Financial Services, Business and Community Development, Personnel, Marketing and Public Information, and Institutional Advancement.

The College measures its effectiveness in meeting its mission and purpose through more than 40 instruments assessing nearly every College function identified in these eight areas. Assessment is accomplished through competency tests, program reviews, self-studies, follow-up studies, faculty evaluations, special project evaluations, satisfaction surveys, opinion surveys, and focus groups.

The three main purposes for assessment at Richland are planning, improvement, and accountability. Assessment data is used to promote student success through improved advisement and proper course placement, to improve educational and training programs and student services, to make more informed staffing decisions, to meet community needs, and to plan more effectively.

In addressing institutional effectiveness at Richland, an examination has been made of the following areas: student achievement, program review, quality of institutional life, community services, and institutional research and information systems.

Student Achievement

Student achievement is measured in terms of program completers, transfer rates, job placement rates, retention rates, and student learning.

Degrees and Certificates

The number of students completing certificates and degrees has continued to increase since the permanent campus opened in 1988. A report of the graduates within specific certificate and degree programs is presented in the appendices.

Degrees and Certificates Increase

	1989	1990	1991	Increase
Basic Certificates	40	40	62	55%
Advanced Certificates	13	16	18	38%
Associate in Applied Science	72	100	110	53%
Associate in Arts	69	76	75	9%
Associate in Science	92	131	161	75%
Associate in Liberal Studies	1	4	1	0%
Totals	287	367	427	67%

Transfer Rates and Follow-up

A random sample of 300 Associate in Arts and Associate in Science graduates from 1989, 1990, and 1991 were surveyed to determine their educational status, to identify problems they encountered in transfer or articulations, and to solicit their suggestions for improving Richland's programs and procedures.

The response rate for the 300 graduates was 25.3%. Of the 76 students who responded, 64 or 84.1% had transferred; 10 or 13.2% planned to transfer, and 2 (2.6%) did not plan to transfer.

Most of the transfer students (75%) had transferred to Illinois State University, Sangamon State University, or Millikin University. Students also transferred to Southern Illinois University (7.8%), Eastern Illinois University (4.7%), University of Illinois (3.1%), and Southern Baptist College in Missouri (3.1%). Other respondents (1.6%) had chosen Butler University in Indiana, Mennonite College of Nursing in Bloomington, Southern Illinois University at Edwardsville, and Western Illinois University.

Comments on the follow-up survey suggest that upon transferring to a senior institution, students develop an appreciation for the services that were provided by Richland. One or more cited cost, high quality instruction, personal attention, open communication, and effective academic preparation as just a few of the attractive qualities of Richland.

Among the problems reported by transfer students were credits not fulfilling transfer degree requirements, delays in the forwarding of transcripts and financial aid records, adjustment to a new, impersonal campus, and a need for more familiarity with the transfer institution, its catalog, degree requirements, and departmental personnel.

Transfer Reports
Senior institutions are aware that community colleges are interested in the success of their former students and periodically provide information on transfer students progress. Richland students have shown that they can be successful when they transfer to another college to complete a four-year education. The latest available grade point averages of Richland transfer students at Illinois universities are evidence of their success. Included among the students sampled are both RCC graduates and those who transferred without earning a degree from the College.

College	GPA	RCC Transfer Students Enrolled
Eastern Illinois University	2.78	50
Millikin University	3.19	142
Illinois State University	2.77	114
Southern Illinois University/C	2.46	82
University Of Illinois	3.51-4.05*	13
Western Illinois University	2.59	19

*U of I grades on a 5-point scale. All others on 4-point scale.

Job Placement and Follow-up
The primary goal of Job Placement at Richland is to assist students in finding employment in an occupation related to their college training. Secondary goals include helping local employers hire qualified workers, helping students find part-time employment while they are attending school, and helping other RCC District residents find employment.

For example, the following was accomplished in 1991-1992: an average of 29 job openings were posted each month; job openings were advertised in the student newspaper and on posters; on-campus recruitment/interview sessions for the following companies: UPS (five times), Zexel, Wal-Mart, Champaign Police, and Oehl Shoe Company. During this time, 186 employers in Central Illinois contacted the Job Placement Office about hiring Richland students or graduates for 348 different job openings. Although there were no accurate records regarding the number of hires, this service obviously is filling a need, particularly for small businesses.

Even with formerly limited staff and resources, the Job Placement Office has provided adequate service to the students and businesses who have used it. Student Satisfaction Surveys indicated that 83% of the respondents were satisfied with the services provided.

Retention
Retention is an important indicator of student achievement. Procedures have been established to assist students in setting realistic goals, encouraging them to reach them, and providing the support services necessary to help them stay in school.

- Support services are available day and evening. They include SDS services of advising and counseling, testing, scheduling of classes, career planning. Transfer Center services, Reading and Writing Center services, Study Assistance Center services, and student tutoring also are available.
- Financial aid and tuition deferments help students make the financial arrangements necessary to attend classes.
- Job placement services help students obtain employment while in school.
- Upon entering Richland, a student's intended program is recorded, allowing staff to track individual progress.
- Students who withdraw are asked to explain the reason so that services can be improved where appropriate.

In addition to these measures, the Administrative Data Processing Office has compiled data on student persistence. A study of 1990-1991 and 1991-1992 students showed that at least 85% or more of the students who enrolled during the Summer, Fall, and Spring terms completed the semester. The results were as follows:

	1990-1991	1991-1992
Summer	87.5%	89.5%
Fall	85.7%	87.4%
Spring	88.1%	86.9%

The College is in the process of studying persistence rates by programs of all first-time students enrolled from Fall 1992 through 1994.

Student Learning
Proper assessment and academic placement is critical to student success. Assessment at Richland in reading, writing, and mathematics is used to determine the appropriate course level and increase the student's potential for success.

The English program at Richland consists primarily of developmental courses in reading, writing, and study skills, traditional freshman composition, and genre and survey offerings in literature.

Placement is mandatory in the developmental and composition sequences; students are placed on the basis of their

ACT scores or their performance on the English Placement Test. Those placing in the developmental courses are required to successfully complete both the reading and study skills and the writing components before enrolling in the transfer composition sequence.

Richland's composition course 10th-day retention is approximately 72%. The retention in developmental courses, however, is closer to 78%. Developmental course students must meet standardized exit levels in reading before being certified for further classes. Transfer students consistently rank Richland's English classes as among the most valuable they have had and those that gave them the best preparation for upper-division work.

The College's math program is designed to prepare students for the workplace and for more advanced study in math, engineering, science, business, or other areas. Like English composition and developmental writing classes, mathematics also requires mandatory placement. Students are placed in mathematics courses based upon ACT scores, prerequisite courses, or placement testing.

Math retention rates tend to be lower than the college average retention rate of 79.2. Student retention in developmental math averages 59.1% while averages for college-level math classes range from 43.8% in Calculus I to 87.5% for Math for Elementary Teachers. Overall retention averages for college-level math are approximately 73 to 75%.

The need for assessment and proper placement has increased as reflected by the number of placement tests given from 1990 to the present:

Year	Number of Tests Given
1990	2660
1991	3100
1992	3600

Once proper placement has been determined for course enrollment, student learning is measured through a variety of methods: entry and exit competency testing, skills testing, student enrollment records, follow-up surveys, course grades, performance objectives outcomes, and student satisfaction surveys. Graduates from 1990, 1991, and 1992 graduates indicated that they were satisfied with course content, teaching methods, usefulness of course content, and grading policies.

Occupational graduates also indicated that they were satisfied with the content of both skills and general education courses as preparation for further education.

Conclusions

The measurements discussed above illustrate ways in which the College is accomplishing its educational mission through courses and programs.

- Students attending Richland show high levels of academic achievement while in attendance, after transferring, or in vocational placement when they leave.
- One of the challenges facing the College in the area of student achievement is the recording and analyzing of outcomes assessment data.

Program Review

One-fifth of all academic and vocational programs and support services are reviewed annually. The reviewed findings and recommendations are published in a report format prescribed by the Illinois Community College Board. The review includes an assessment of need for the programs, costs, quality, student demand, labor market demand for graduates, and long-term potential for the program.

Recent graduates are surveyed annually to determine their satisfaction with programs and services. The Student Satisfaction Survey asks questions in several different categories: rating the College's course instruction, student services, Learning Resources Center, facilities, Business Office, and publications.

All vocational programs and some academic programs are advised by working professionals who offer feedback to the College on various aspects of the program, including its value in preparing students for work and the completeness of the curriculum.

Students in each credit course fill out an evaluation of the instructor. Associate Deans from each division observe every instructor at least once during a semester.

Feedback gained through satisfaction surveys, advisory committees, program reviews, and faculty evaluations is crucial to assessing institutional effectiveness and planning for continued improvement. Furthermore, results show that the College's programs and services are of high quality.

The College revised its program review process during the last three years. Programs and services are reviewed differently within the College in accordance with ICCB guidelines. Each area has developed its own approach to meeting assessment needs as it perceives them. The results have been a patchwork of assessment devices and reports that may overlap and leave unexamined areas.

Conclusion
Review of programs and services should be coordinated through one office at the College to eliminate unnecessary duplication of efforts, save money, and establish standards for assessment.

Quality of Institutional Life
The College strives to be a place where staff and students invest their time and abilities. The Delphi Survey assessed the staff opinions about the administration, the community, the students, the faculty, new positions, financial affairs, and the College's goals and mission.

College Staff

Working Environment
Results of the study indicated that, overall, the staff considers Richland a good place to work. A new facility, a spirit of cooperation, qualified staff, and a feeling of self-worth among staff are just a few of the College's strengths.

The survey also identified perceived weaknesses including lack of leadership and accountability, inconsistent treatment of staff, weak communications, lack of staff input and involvement in the decision-making process, weak staff development initiatives, lack of proper orientation for new staff, and lack of appreciation and recognition of employees.

Conclusions
Issues identified through the Survey began to be addressed immediately. The Personnel Director addressed such issues as policies, procedures, forms, supervisory skills, leadership skills, team building, total quality management, hiring practices, evaluation, and job descriptions.

In addition to personnel issues, staff development also has become a priority. The Administrative Council structure was expanded to include other management-level staff; a current proposal would expand its membership even more to include faculty, support staff, and possibly students.

Improvements in the way people communicate with each other include college-wide distribution of Administrative Council minutes, College-wide committee participation, and a College newsletter, *enRICH*, as well as a weekly calendar.

Numerous impromptu activities such as potluck lunches, ice cream socials, picnics, softball games, and other social gatherings have been initiated to promote informal communication and interaction among staff.

A staff recognition program was initiated in 1991 to recognize staff members who had been nominated for outstanding efforts in serving students.

Support staff discussion of more serious issues such as job descriptions, evaluations, policies, appeals, and grievances may have been made possible by decertification of the AIW collective bargaining unit. Other issues or concerns identified through the Delphi Survey or through task forces either are currently being addressed or will be addressed in the College's long-range plan.

College Students

Extra-curricular Activities
The Student Activities program at Richland was established in 1972 as part of the institutional mission to meet students' needs inside and outside the classroom. The program is funded through user fees, fund raisers, donations, auxiliary fees, commissions, and institutional funds.

All Student Activities programs are available to any Richland student except in honor societies such as Phi Theta Kappa, where academic standards are required. Activities sponsored by any club or organization are open to all students, faculty, and staff, regardless of race, ethnic origin, religion, sex, or disability. There currently are 14 clubs and six organizations funded through the Student Activities Program whose Director also serves as the College's athletic director for volleyball and basketball and as the basketball coach.

A Student Activities Survey conducted in December 1990 shows that 47% of the students surveyed were involved in student activities: 7% indicated that they were highly involved, 16% moderately involved, and 24% somewhat involved. Those not involved in activities listed work (36%) and family obligations (27%) as the two major factors. Students responding to the survey indicated they wanted more dances, more entertainers, and an additional increase in clubs, informational weeks, and intramurals.

The October 1992 Board approval to create an on-campus fitness center meets a student need that was illustrated by two surveys. On a scale of 1 to 5, (5=highest) students rated participation in a fitness program a 4.0. of the 205 students returning surveys, 75% indicated that they would actively support a fitness center; 80% of 174 respondents indicated that they would actively support a wellness program. Respondents indicated that along with wellness, aerobic conditioning and weight training were of very high interest.

Student Activities provides a variety of programming. Activities include dances, a variety of entertainers, intramural program at the local YMCA, informational days/weeks on alcohol, drugs, wellness, computers, the Black History Fair, self-help luncheons, and chess tournaments. With the help of the Student Activities Program, students tour art museums in St. Louis and Chicago, and clubs such as

Forensics, Engineering, and Phi Beta Lambda compete at state and national functions.

Part of the responsibilities of Student Activities at the College is to recognize student achievement both in academics and in extracurricular activities. An annual Awards Night recognizes more than 100 students each year.

Students are asked to serve on many committees within the College. Although there is a non-voting Student Trustee, there is no student serving on the College's Administrative Council. A recommendation has been made to add a student to this decision-making body.

Each year graduates are asked to complete a Satisfaction Survey to provide feedback about the College's response to students' needs. Those areas within the survey directly related to extracurricular activities and quality of institutional life include response to students' needs and availability of student activities programs.

Student Activities Survey

	88/89	89/90
Response to Students' Needs	90.5%	95.5%
Student Activities Programs	72.6%	81.5%
Student Clubs/Organizations	76.5%	84.0%

This survey indicates that students generally are satisfied with the extracurricular opportunities at the College. As might be expected at a commuter campus which enrolls many non-traditional students, participation in some activities is low.

Conclusions

Richland's success in maintaining quality of institutional life for staff and students is essential to its mission. There is strong evidence that this goal currently is being achieved since both groups indicate high levels of satisfaction with regard to services, relationships, activities, and communications. Improved morale and retention of staff provides stability and continuity for the College. Students appear to be satisfied with most of the services they receive; this satisfaction influences retention and increases the probability of students accomplishing their goals.

Efforts continue to improve services that will further meet the needs of students and staff, improve the satisfaction of students and staff, and increase the quality of institutional life for all groups within the College.

Community Services

Richland offers a wide variety of services and experiences that do not necessarily fit the traditional academic mold. Some of these services include specialized business training, non-credit classes, the Small Business Development Center, on-site training for industry, special events, and seminars.

The College addresses one of its goals by providing accessible continuing education opportunities for District residents of all ages who have a commitment to learning. One of the ways that life-long learning is promoted is through short courses and seminars. Many programs are developed in conjunction with community focus groups which help provide qualitative information on community needs. The focus groups usually have a particular link--for example, a recent focus group was made up of professionals who work with senior citizens.

Although there is no Community Services Division at the College, the CBCD assumes most of the responsibility for non-credit and community educational offerings. In addition, the College prides itself on providing specialized training opportunities to meet the individual needs of local business and industry. Many successful partnerships have been formed through these kinds of arrangements.

Feedback through evaluations indicate that businesses and industry have been very satisfied with the training assistance provided by the College. Student feedback also has indicated that the College is doing a good job of meeting one of its goals through community education offerings.

The College provides most community services through the classes in adult and continuing education that are offered throughout the District. Residents enroll for self-improvement, recreation, or basic job skills. The College also provides testing and course work for students preparing for the GED. More than 230 Richland students passed the GED test in 1991.

The College offers informal community educational services in addition to courses. The Speaker's Bureau offers presentations for community groups on a variety of topics. Following the completion of the Shilling Community Education Center, the College also will be in a position to promote cultural events such as theater productions, presentations of classic films, art shows, and choral concerts. This new center also will host activities provided by community groups themselves.

Conclusions

The College is committed to extending its resources and facilities to the community. The College measures its quality of services to the community through its programming to meet community needs, through community use of College facilities, and by the contribution to the community by College staff. College facilities are available to and are used extensively by community groups for various purposes.

College staff are thoroughly integrated into the activities within the community.

One of the challenges facing the College is the expansion of its offerings into the community. More community visibility would strengthen the College's image in the District, particularly in those areas remote from the campus. Increased external communication also would strengthen the College's efforts to address the unassessed needs of the community.

Institutional Research and Information Systems

Program Functions

Prior to 1987, most College reporting functions were done manually. All administrative functions, with the exception of a shared data base used for registration and some accounting functions, also were done manually. In 1987, the College purchased a computer and software for processing of all administrative functions. Until 1990, the transmission of this data was performed by a full-time Director of Institutional Research. Since that time these duties have been absorbed by the Director of Admission, Records, and Research.

Institutional Needs

In 1989, under new leadership, the staff began to improve the process of data collection for use in projecting budgetary needs, employment needs, and reporting needs, along with projecting other trends.

In 1990, the staff began to generate data from the CARS system to research areas such as class retention and student demographics, while still meeting internal and external reporting needs.

The increased need for institutional research became even more apparent than before. With decreased resources and increased needs, the staff was forced to make critical decisions regarding programs and services. Accurate and sufficient research data was imperative in addressing these short-range and long-range issues.

Conclusions

The College has the hardware and software to generate necessary data to make accurate projections and to plan more effectively. However, institutional research efforts must become formalized and integrated into the current organizational structure.

The College is accomplishing its purpose by assisting in the personal development of its students, through its vocational-technical offerings, through transfer education, through general education, through non-traditional offerings, and through community services. Quality outcomes also are being generated through the programs and services provided by the College.

The College faces the challenge, however, of developing and codifying a formalized institutional effectiveness program which is driven by the College's Mission Statement.

Recommendations

Chapter 11 - College Assessment

1. An institutional effectiveness committee should be established to represent broad-based involvement of the faculty, administrators, and support staff representing key areas such as institutional research, Student Services, and Marketing and Public Information.
2. The committee should develop a plan for assessing institutional effectiveness which:
   a. is linked to the mission, goals, and objectives of the College.
   b. is conceptualized on an institution-wide scope.
   c. leads to institutional improvement.
   d. is implemented according to a time line.
   e. is evaluated annually.

In summary, the College needs to implement an assessment plan as a means of gathering information to improve the quality of education and services at Richland Community College.

The Institutional Plan

Chapter Twelve

NCA Criterion 4: "The institution is organized to continue accomplishing its purposes in the future."

The Institutional Plan

Introduction

Richland Community College is celebrating 20 years of growth and excellence and is aggressively moving into its 21st year. When the College was originally founded, it was founded as a comprehensive community college providing baccalaureate, technical, continuing education, and community service programs to the residents of the District. Twenty years later, the basic mission and purpose of the College has not dramatically changed. What has changed is the scope of activity and the manner in which the College carries out its work. The mission statement of the College which was reaffirmed and restated in 1992 not only speaks to the institution's programs, but also to the College's purpose in the community, commitment to equal access, and commitment to ethical leadership. The task forces which were created to initiate the self-study and subsequent institutional plan laid a stable foundation for the future which will ensure that the College continues to improve the quality of its programs and services.

Markers of Stability

Richland Community College has become a mature institution that knows its past, is active in the present, and is planning for tomorrow. The primary factors which indicate the College's health, well-being, and vitality are as follows:

- All College personnel--classified staff, trustees, administrators, and teaching faculty--understand the purpose and mission of a comprehensive community college. The results of the resource allocation/ reallocation survey, Delphi Survey, and general meetings in the institution indicate that everyone understands the purpose of a community college and its place and service in the District.

- Richland Community College is financially stable. The College has sufficient operational reserves. However, for funding new and expanded programs the long-range plan lays out a strategy for increasing income from property taxes and other sources. The College's tax rate is one of the lowest of the community colleges in the State of Illinois, and an increase in tax revenue will not be a massive burden on the taxpayer. To increase the College's revenue by $1 million per year would take only six cents per $100 of assessed valuation. On a home valued at $50,000 there would be an additional cost of only $10 per year. The current tax rate of 19 cents per $100 of assessed valuation for operations has been the same throughout the College's 20-year history. To date, the current rate has worked well for the College, but to enable further growth the tax rates must be reviewed.

- Richland Community College will continue to provide the Associate of Arts and Science degrees for students who wish to transfer to four-year colleges and universities. The students who do transfer are largely successful, and they earn academic records at the senior institutions which are highly respectable.

- Richland Community College continues to increase the number of technical programs which are designed to serve the specific needs of the District. New programs have been developed in cooperation with business and industry and allied health organizations.

- Richland Community College is beginning to demonstrate new levels of flexibility as a result of planning and research in the District. Educational programs are being planned and implemented, and the organizational structure is flexible in order to respond to the needs of the District. Efforts to set up new instructional divisions for allied health, developmental education, and life-long learning are manifested from the College's planning process.

- The institution provides a comprehensive student support service program from traditional student service activities to study assistance, child care, outreach activities, and academic support services.

- The College provides state-of-the-art equipment to its students and faculty to supplement instruction. Through the College's own resources and its Foundation, new equipment has been purchased annually. Further, the College has created a Building Renovation and Equipment Replacement Fund in order to respond to obsolescence, changing technology, and physical deterioration.

- The College is committed to selecting and retaining well-qualified personnel, subscribing to affirmative action and multi-cultural initiatives, and providing a comprehensive faculty and staff enrichment program for renewal and leadership development.

- Richland has a record of being highly accountable, cost effective, and affordable to the District's students. Evidence consists of: tuition and fee rates that are maintained below state and national averages, low tax rates, high productivity ratios, and receipt of the 1992 ICCB cost incentive award, just to mention a few.

- An institutional plan for solidifying the College vision for the future and determining the objectives to be accomplished to achieve this vision is being developed an implemented.

To continue Richland's tradition of service and excellence, the College must be prepared to meet the demands of the changing technologies, economies, and needs of the District's citizens, businesses, and industries. The College must prepare itself to meet these challenges for the balance of the 1990s and the 21st century. As a result, comprehensive planning activities will play a significant role in charting the course for the College in the future.

An integral facet of the self-study process was the development of a new short- and long-range plan for the institution. That plan is contained in this chapter and is preceded by a history of planning activities at the College. Incorporated in the plan is information on premises and external factors related to the new plan.

Previous Planning

Planning has taken several different forms at Richland. When the College was formed in 1971, plans were initiated for program development and occupancy of a remodeled facility in downtown Decatur. During the 1970s planning focused on program development and support services. Also during this period, much planning went into the development of a permanent campus. In 1978, the planning activity shifted to acquiring a larger temporary facility, which was obtained in 1979. Then in 1984, with the passage of a referendum, planning was initiated for designing a new campus, which was completed in 1988. Since that time, planning emphasis has been placed on program offerings, administrative support systems, business and industrial training, the Shilling Community Education Center, productivity, efficiency, and quality. Throughout the history of the College, planning has involved and continues to involve full participation of the faculty, staff, community, and the Board of Trustees.

Premises

The planning reflected in this chapter is based on several assumptions. These include the probability that the control, missions, scope, and role of the College will not be substantially changed during the next several years and that enrollment will fluctuate somewhat in some programs, but the College's total enrollment will continue to grow, given the resources for expanded programs and facilities. Another assumption is that state funding will be adequate to meet the institution's basic needs. It is further assumed that the local tax rates for education and operations and maintenance will be adjusted upward and the District's equalized assessed valuation will show some modest but continual growth. Tuition is assumed to follow the state and national community college averages. Finally, the assumption is made that the College will be successful in acquiring new federal, state, and private grants, and the College Foundation's support for funding special projects will continue.

These plans do not make allowances for major national economic disruptions. Again, however, Richland has shown adaptability to such factors in the past. During recent and current recessions the College has successfully endured revenue shortfalls.

External Factors

A variety of factors largely outside the sphere of the control of the College have potential for affecting the future of the institution. One of these factors is that the College District is heavily industrialized, and technological developments in manufacturing are an important concern. Additionally, changes in the workforce could have a significant impact on the College. While this is not a local phenomenon only, it is an important consideration for the future and presents the College with opportunities to assist an industry in any transition and to provide retraining for displaced workers. Another factor concerns the economy of agriculture and agrelated businesses, as well as, technology and innovative advances within the agriculture industry. The College must be prepared to respond to these new demands in the field of agriculture.

On the state level, commencing in Fall 1993, more stringent admission standards will be in place for Illinois colleges, which could result in more of the lesser-prepared students turning to community colleges for preparatory education. The public schools have enacted new graduation standards and are pursuing tech-prep programs in coordination with community colleges; these initiatives in the public schools will have a profound impact on the College. Also, the state of Illinois Board of Higher Education Master Plan, adopted in September 1991, sets out several objectives and priorities that will affect Richland's programs and enrollments.

The Plan Document

The adopted plan provides for "environmental scanning" task forces to be appointed to research all external factors which may impact on the future of the College. This will become a vital part of future plan revisions.

The plan detailed on the following pages is a result of a variety of activities intended to assist in determining, within

its present philosophy and objectives, appropriate directions for the future of Richland. The goals and objectives listed have been selected from among those formulated by the self-study committees, administration, and the Board of Trustees. The new plan has emerged after a great deal of thought and represents a consensus regarding future emphasis at Richland. With its provisions for annual revision, and accountability directly to the Board of Trustees, it should serve as an excellent guide through the next several years. The plan consists of 12 goals which are directly related to the measurable objectives that follow.

Richland Community College Primary Goals

Students

1. The College shall continue to improve upon the high quality and effective services provided to all students.

Teaching/Learning

2. The College has been successful because of superior teaching; the College reaffirms its commitment to quality instruction, to involve students as "active" participants in the learning process, and to enhance the transfer, vocational, occupational, and career education offerings.

Continuing Education/Community Services

3. The College reaffirms its commitment to provide quality educational programs and community offerings, enhancing the continuum of life-long learning and transitional opportunities for individuals, businesses, and other entities throughtout the District.

College Preparatory Programming

4. Entering students who are not ready for college-level study shall be provided appropriate college preparatory programming of excellent quality.

Human Resources

5. The College will provide for professional growth and continued development of faculty and staff enhancing both individual and institutional effectiveness.

Academic Support Services

6. In support of the instructional process, the College is committed to further enhancing academic support services.

Financial Resources

7. The College will ensure the continuance of effective and efficient allocation and management of its financial resources and will pursue new and resourceful methods of financial management and fiscal accountability.

Admistrative Support Services

8. The College is committed to providing efficient and effective administrative services in support of the institutional mission.

Facilities

9. The College will strive to furnish sufficient and appropriate physical facilities to accommodate programs and services for its students.

Foundation

10. The College will continue to support and assist the efforts and activities of the RCC Foundation and to encourage the Foundation's involvement in College activities which promote the growth and development of faculty and staff, enhancement of educational programs, and service to students.

Governance and Admistration

11. The governance of the College shall be strengthened through a redefinition and reaffirmation of the role various constituencies play in contributing to decision-making processes; the involvement of faculty and staff in the governance of the College will be strengthened through participating governance structures.

Institutional Assessment

12. Effective teaching and support services are the criteria for accomplishing institutional success; therefore, the College will ensure the effectiveness of education and support operations through a highly functional and accountable assessment program.

Institutional Plan

Primary Goal 1

The College shall continue to improve upon the high quality and effective services provided to all students.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
1.1	Conduct a study of the need for additional test proctors and prepare recommendations. (TF)	3/1/93	Dir./Testing Dir./Reading & Writing Center	Analyze demand and costs of recommendations and present at budget hearings. FY91, FY92, and projections for FY93.
1.2	Evaluate all registration literature to make certain that information concerning placement testing is included. (TF)	6/1/93	Dir./Testing Dir./Mkt. & PI	Marketing Committee and selected students evaluate all literature.
1.3	Study the possibility of increasing the walk-in registration days. (TF)	1/1/93	Dir./Admissions & Records	Maintain data on student walk-ins and staff coverage during walk-in days; utilize data for future scheduling.
1.4	Review academic advising and registration procedures and develop alternative options. (TF)	10/1/93	Dean/Students Dir./Advising & Orientation Dean/Instruction Dir./Admissions & Records	Appoint committee, review procedures, and prepare recommendations for AC.
1.5	Implement "Master Scheduling" across all academic disciplines. (TF)	7/1/95	Dean/Students Dean/Instruction	Develop a master schedule which lists courses offered over a two-year period.
1.6	Study the need and the cost of providing support groups, personal, and group counseling. (TF)	7/1/94	Dean/Students	Survey needs of students, faculty, and staff, tabulate results, prioritize, pursue funds and implement.
1.7	Evaluate student services signage and implement changes where necessary. (TF)	5/1/93	Dean/Students	Ask student committee to evaluate signage for identification and clarity; change signs accordingly.
1.8	Continue the computerization of all student services functions where feasible. (TF) (See 7.7)	9/1/95	Dean/Students Dir./Admin. DP	Identify all functions which should be computerized, prioritize, and schedule a time line for implementation.
1.9	Computerize all non-credit registration. (TF) (See 3.9, 7.7)	9/1/93	Dir./CBCD Dir./Admissions & Records Dir./Admin. DP	Study feasibility of adding non-credit registration to CARS package or utilize independent software package; make recommendations for implementation.
1.10	Use the College's communications network to promote internally and externally all financial aid programs offered by the college. (TF)	3/1/93	Dir./Financial Aid Dir./Mkt. & PI	Develop and utilize a check list of media through which financial aid programs should be promoted.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
1.11 Use the College's communications network to promote College Work Study Program to students and staff. (TF)	6/1/93	Dir./Financial Aid & Job Placement Dir./Mkt. & PI	Send each student information about college work study eligibility; promote college work study program at divisional staff meeting and in publications.
1.12 Computerize job placement listings to allow students to be matched with jobs. (TF)	6/1/94	Dir./Financial Aid & Job Placement Dir./Admn. DP	Enter student and employee data in computer. Notify students when qualifications match; prepare annual report.
1.13 Use the College's communications network to promote the Job Placement Program to students and staff. (TF) (See 2.8)	9/1/93	Dir./Financial Aid & Job Placement	Visit classes to explain job placement program; visit division staff meetings to explain services. Keep records of visits and students served.
1.14 Collect job placement data to establish job placement rates. (TF)	9/1/94	Dir./Financial Aid & Job Placement	Establish procedures for determining job placement rates. Implement procedure to include annual report.
1.15 Set up a resource library of District businesses and provide each business with a RCC Job Placement packet. (TF)	9/1/94	Dir./Financial Aid & Job Placement	Set up a file on District businesses to include annual reports, human resource data, and other useful data. Make resource information available to students. Also coordinate this information with public libraries.
1.16 Offer no fewer than two job placement seminars annually. (TF)	9/1/93	Dir./Financial Aid & Job Placement	Schedule job placement seminars, advertise in all media; notify vocational graduates. Keep records of students served.
1.17 Increase the number of on-campus recruiters and interviewers. (TF)	9/1/93	Dir./Financial Aid & Job Placement	Send letter to District businesses inviting them to conduct on-campus recruiting and interviewing. Keep records of on-campus recruiting.
1.18 Study the feasibility of making new student orientation mandatory. (TF)	9/1/94	Dir./Advising & Orientation Dean/Instruction Dean/Students	Re-activate Orientation Committee, include students on committee; survey other colleges, make recommendations.
1.19 Develop an advisory booklet of most common transfer programs for high school counselors/ students. (A/Bd)	9/1/94	Dean/Students	Develop outline, get feedback about programs to be included; publish and distribute.
1.20 Utilize the high school advisory committee to expand high school articulation. (TF)	9/1/94	Dir./School Relations Dean/Instruction	Develop plan to expand school relations program to include faculty and students; implement plan.

Abbreviation Guide: TF - Task Force A/Bd - Administration and/or Board of Trustees AC - Administrative Council

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
1.21 Develop a plan which addresses the recruitment, orientation, and retention of multi-ethnic, multi-cultural, multi-aged, and disabled students and identify under-prepared students and their special needs. (A/Bd)	5/1/94	Dean/Students Dean/Instruction	Identify staff person to serve as liaison to under-represented students; develop procedural flow chart; coordinate efforts across the College; track students served. Implement plan.
1.22 Explore producing RCC video targeted at business and community groups. (A/Bd)	9/1/95	Dean/Students Dir./Mkt. & PI Dir./Community Relations Dir./CBCD	Identify need, appoint committee, determine information to be included, seek funding, produce video for use, and determine how distributed and used.
1.23 Increase the number of non-European culture courses (humanities/social sciences) offered at the College. (TF)	9/1/94	Assoc. Dean/Comm	Evaluate current offerings, obtain input from students, staff, and community. Expand course offerings.
1.24 Provide training for faculty and staff to enhance their awareness, ability to work with multi-cultural students and students with diverse backgrounds. (A/Bd)	9/1/95	Dean/Students	Sponsor workshops on working with multi-cultural students. Contract with resource people.
1.25 Establish a multi-cultural advisory committee to advise the College with regard to multi-cultural student needs. (A/Bd)	9/1/93	Dean/Students	Appoint committee; schedule meetings; establish goals and objectives; make report and recommendations to AC.
1.26 Initiate a plan designed to increase student participation in College sponsored programs and activities. (A/Bd)	9/1/93	Dir./Student Activities Dir./Personnel	Solicit ideas from all clubs and organizations; determine student needs. Require Student Senate to establish organizational goals for promotion of increased student participation. Implement plan.
1.27 Promote academic, social, and cultural involvement of all persons in the district wishing to enhance their personal skills and knowledge. (A/Bd)	9/1/94	Dir./Student Activities Dir./Community Education Dir./Mkt. & PI	Identify needs, develop and promote programs and activities. Evaluate.
1.28 Develop a preventative and educational substance abuse program. (A/Bd)	9/1/93	Dir./Student Activities Dir./Personnel	Draft plan, obtain student and staff feed-back. Implement plan.
1.29 Develop a plan for Student Activities' use of the Shilling Center by Spring 1993. (A/Bd)	3/1/93	Dir./Student Activities	Develop tentative schedule of Student Activities Program; reserve space through Community Education Office.
1.30 Complete study of athletic program and submit recommendations to Board of Trustees. (A/Bd)	1/1/93	Dean/Students	Athletic Adv. Committee to finalize recommendations for Board of Trustees consideration.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
1.31 Investigate the possibility of providing a lunch program for children in the Child Care Learning Center (A/Bd)	9/1/97	Dean/Students	Develop luncheon plan, including financial plan, seek state and board approval, seek funding, implement.
1.32 Transfer the assessment and collection of child care fees to the Business Office. (A/Bd)	9/1/93	Controller Dir./Child Care Learning Center	Review current procedures, obtain input from Administrative Data Processing staff. Set up procedures, and and implement procedures.
1.33 Develop and conduct a series of parent support groups/workshops. (A/Bd)	9/1/93	Dir./Child Care Learning Center Dir./Student Activities	Survey parent interest and need; develop series; identify and contact resource people from College/Community.
1.34 Implement and continue to enhance a fitness and wellness program for students, faculty, and staff. (A/Bd)	9/1/93	Assoc. Dean/SNS Fitness Committee	Develop plan/proposal; obtain Board approval; get bids; set up program; implement program; evaluate program.
1.35 Review current drop, add, withdrawal, and refund policies for possible revisions. (TF)	9/1/93	Academic Policies Committee Dean/Instruction Dean/Students Dean/Finance	Review policies and impact of policies; make recommended changes to AC and Board; implement.
1.36 Conduct a longitudinal study of Richland graduates for placement and transfer data. (A/Bd)	8/1/94 (94/95)	Dean/Students Dir./Admin. DP Dir./Admissions & Records	Establish survey (FY92, FY93, FY94); track students; write report; publish; continue to track graduates.
1.37 Establish a co-op or internship program in all vocational programs. (A/Bd)	9/1/95	Dir./Financial Aid & Job Placement Assoc. Deans Faculty	Apply for co-op grant; write proposal; seek approval; implement program; evaluate program.
1.38 Develop a systematic career planning program to include self-assessment, career awareness, educational planning, program planning, and short/long term goal setting. (A/Bd)	9/1/95	Dean/Students Dir./School Relations	Review current system; develop new plan; identify resources; implement plan; and evaluate system.
1.39 Explore the establishment of a Women's Institute to address the professional and personal growth of women in the district.	6/1/94	Dean/Student Dir./Options/Opportunities	Identify needs; write proposal; identify funding sources; seek program approval; obtain funding; and implement program.
1.40 Explore the establishment of an Institute to promote the development of minority professionals. (A/Bd)	1/1/95	Dean/Students Dir./Personnel	Identify needs; develop plan; seek approval of plan; identify funding sources; and implement plan.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
1.41 Services provided by the Child Care Learning Center be continued and the staff consider the following proposals. (TF) 1. Increase the revenue for the Center through one or more of the following: - Increase hourly fees; - Implementing a registration fee; - Offering all-day care and/or evening care at a weekly rate and extending the service to the Community; - Charging for registered no-shows. 2. Transfer the administration of the Child Care Learning Center to the Division of Social and Natural Sciences to completely integrate Child Care and Education programs with the Child Care Learning Center activities. 3. Budget institutional funds for the Center's operational costs.	11/1/93	Dean/Finance Dean/Instruction Dean/Students Dir./Child Care Learning Center Assoc. Dean/SNS Controller Student Rep Faculty Rep	Study and report to AC on formulated recommendations for the future of the child care program.

Institutional Plan

Primary Goal 2

The College has been successful because of superior teaching; the College reaffirms its commitment to quality instruction, to involve students as "active" participants in the teaching process, and to enhance the transfer, vocational, occupational and career education offerings.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
2.1 Appoint a committee made up of faculty teaching transfer courses to meet quarterly to discuss the over-all quality of the Associate of Arts and Associate of Science programs. (TF)	3/1/93 (on-going)	Dean/Instruction Assoc. Deans Faculty	Committee appointed, chair selected, meeting schedule set, objectives determined, and timetable established.
2.2 Explore impact of the ICCB recommendations that at least 15 hours of course work must be completed at Richland in order to achieve an associate degree and that general education in humanities and in social science require courses from at least two areas; mathematics general education courses meet IMACC guidelines. (TF)	5/1/93	Dean/Instruction Assoc. Dean/Comm. Assoc. Dean/SNS Faculty	Report on the advisability of implementing the ICCB model degree program.
2.3 Continue development of transfer guides. (TF)	9/1/93	Dean/Students Transfer Coordinator	Draft guides; articulate with senior institutions, and publish.
2.4 Require that each division discuss whether eligibility for English 101 or some other mechanism should be put in place to make sure instructors do not have to limit writing assignments because students lack basic skills. (TF)	9/1/93	Assoc. Deans Faculty	A consolidated report from of each division prepared by Dean/Instruction and presented to AC.
2.5 Set-up a standing committee designed to encourage innovative practices in the classroom by finding funding for such projects and ensuring their credibility. (TF)	3/1/93	Dean/Instruction Assoc. Deans Faculty	Consider a current committee to address this objective or appoint a new committee, and report on recommendations to fulfill objectives. Further, a mechanism to facilitate student input regarding course content and scheduling, etc. shall be developed by 1/94.

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Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
2.6 Continue a systematic review of the Associate of Applied Science Degrees and the Technical and Career Certificates which prepare students for direct employment, advancement, or career change, reviewing at least 1/5 of the programs on an annual basis. (TF)	Annually (93/97)	Dean/Instruction Instructional Council Faculty	Evaluate continuing existing programs and identify needed new programs. Dean/Instruction to present report to AC.
2.7 Develop and include in the Program Preview System a measurement mechanism which develops standards of excellence for both technical and baccalaureate programs. (TF)	9/1/94 (94/95)	Dean/Instruction Dean/Finance Dean/Students Dir./Mkt. & PI	Implementation of an institutional effectiveness/assessment program by 1/1/94, & report of fiscal '93.
2.8 Review and reorganize the job placement program in order to provide a bridge from education to work by developing a collaborative partnership between technical faculty, student services, and employers. (TF) (See 1.12, 1.16)	9/1/95 (95/96)	Dean/Students Dir./Mkt. & PI Dir./Fin. Aid & Job Placement Vocational Depts.	Prepare a comprehensive report on college job placement function; to include structure, staffing, objectives, and follow-up. Identify employers participation in process.
2.9 Consider hiring a placement director who can provide full-time leadership to a job placement program. (TF)	9/1/95 (95/96)	Dean/Students Dir./Personnel	Plan under 2.8 addresses staffing and objectives.
2.10 Address the conventional wisdom that technical education programs are alternatives to other more demanding education programs by developing new marketing and recruitment programs which inform the public and secondary educators about the high level of skills needed for technical occupations. (TF)	9/1/93	Assoc. Dean/Tech Faculty	Develop a position statement to be adopted by the college and duly advertised. Such statement and any accompanying recommendations to be submitted to AC.
2.11 Consider the necessity of establishing admission requirements for technical programs to insure that students meet the high standards required for competent performance in business and industry. (TF)	9/1/93	Dean/Students Assoc. Dean/Tech. Assoc. Dean/Business Faculty	Research hiring practices of area business and develop a profile by for students, faculty, and staff.
2.12 Continue to support the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 for increasing vocational education opportunities for special population students. (TF)	5/1/93	Dean/Instruction Coordinator Voc. Ed.	Prepare report on future needs for Perkins funds and list alternatives if funding is reduced or eliminated.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
2.13 The use of the DAVTE Form 10 to list equipment needs to be addressed in an orderly fashion. All capital equipment purchases should be listed on these forms. (TF) Dean/Instruction	7/1/93	Dean/Instruction Dean/Students Controller	Review requirements of DAVTE reporting and budgeting, and submit a report to AC on past and future practices.
2.14 Increased lab fees in courses that require special equipment and specific skill training should be looked at as a possible source of revenue. (TF) (See 7.1)	5/1/93	Dean/Finance Dean/Students	Develop a study of lab fees and report recommendations to AC.
2.15 Review fees for seminars and special programs and establish a set of standard fees which bring consistency to the charges and provide more financial stability to customized, special programs. (TF)	9/1/94	Dean/Finance Controller Dir./CBCD Dean/Instruction	Study and prepare a report to be presented to AC on seminar pricing structure. Review current practices and prepare and recommend changes.
2.16 Develop a policy and procedure for identifying obsolete and worn-out instructional equipment and replacing it where necessary. (A/Bd) (See 8.2)	10/1/93	Dean/Finance Controller Dir./O & P	Plan and implement a system of depreciation for all college equipment and furniture. Develop schedules to reflect useful life in an educational environment.
2.17 Increase the number of technical and career-oriented topics by offering seminars and workshops in the following areas: (TF) Electro-mechanical Motor Control Solid State Motor Control Programmable Controllers Hydraulics & Pneumatics Process Control Computer Aided Drafting Child Care Horticulture Automotive Electronics Computer Integrated Manufacturing	8/1/93	Dir./CBCD Inst. Council Faculty	Develop a plan for 93/94 and beyond on planned seminars, location, presenters, financial data, etc. and present to AC.
2.18 Improve representation from business and industry on the college's technical advisory committees and encourage the use of advisory committees for program improvements as well as the development of new curricula designed to serve the needs of the community. (TF)	9/1/94	Dean/Instruction Inst. Council Faculty	Prepare a report of current advisory committees and members, suggested changes, additional committees, meeting times and locations, objectives of committees, committee input dissemination, follow-up procedures. Report to be submitted to AC.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
2.19 Provide classes and labs at convenient times and at accessible locations in order to accommodate adult students with family, work, and other responsibilities. (A/Bd) (See 3.15)	9/1/94	Dean/Instruction Dean/Students	An initial report will be presented to the AC by 3/1/93 on the advantages/disadvantages of conducting class sessions only once per week. A second report will be presented to the AC by 7/1/93 on possible changes in schedules and locations to meet this objective.
2.20 The College should use advanced communications technologies and other non-traditional instructional methods whenever cost effective and in the best interest of the students served. (A/Bd)	8/1/94	Dean/Instruction Assoc. Dean/LRC Faculty	Prepare a plan for future development and offering of non-traditional methods of instruction.
2.21 Continue the development of a plan with the ICCB for guaranteeing skills of graduates. (A/Bd)	9/1/93	Dean/Instruction Inst. Council Faculty	Complete the plan in accordance with the ICCB state plan.
2.22 Explore the need for additional health care programs in the District and implement the programs based upon priority needs. (A/Bd)	4/1/94	Dean/Instruction Assoc. Dean/Health	Implement the nursing program and conduct an assessment of the District's need for additional health programs, courses and workshops.
2.23 Continue the development of the Tech-Prep programs in coordination with the public schools. (A/Bd)	4/1/94	Dean/Instruction Assoc. Deans Faculty	Report to the AC on a quarterly basis progress in fulfilling Tech-Prep programs objectives.

Institutional Plan

Primary Goal 3

The College reaffirms its commitment to provide quality educational programs and community offerings, enhancing the continuum of life-long learning and transitional opportunities for individuals, business, and other entities throughout the District.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
3.1	Consider the adoption of the following definition of life-long learning: "The College will provide quality educational programs and community offerings, enhancing the continuum of life-long learning and transitional opportunities for individuals, business, and other entities throughout the District". (TF)	4/1/94	President Dir./CBCD Dean/Instruction	Discuss objective to include any recommendations on changes to the mission, structure, definition and future direction of life-long learning with AC and prepare proposal for Board of Trustees.
3.2	The life-long learning program should be developed over a period of time, perhaps as an outgrowth of CBCD, which currently appears to most frequently work with workshops/training/public forums for individuals, business and other entities in the District. (TF)	4/1/94	Dir./CBCD	Prepare language and annual plans on the scope of the program and how operations will be organized and conducted to be presented to AC.
3.3	Provide an ageless continuum of quality educational opportunities for individuals throughout the District who wish to enhance their personal, professional and/or cultural development. Consideration should be given to: (A/Bd) Youth Programming Establishing an Entrepreneurial Institute Establishing and Elderhostel Institute Professional/Technical/Career Development Programming Personal Interest Programming Cultural and Entertainment Programming	9/1/93	Dir./CBCD	To be included under 3.2 plans.
3.4	Provide necessary flexible vocational (occupational) skills program opportunities for both individuals and employers because of new technologies, manufacturing processes, and the need for a well-trained workforce. (A/Bd)	9/1/93	Dir./CBCD	Prepare a plan and recommendations on how objective will be accomplished, and present to AC.

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Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
3.5 Strengthen the College's life-long learning partnership with businesses and industries through comprehensive, on-going traditional and customized training programs, thus enhancing the District's economic development. (A/Bd)	9/1/94 (94/95)	Dir./CBCD	Include this objective with the overall plans being established under 3.2.
3.6 Set up an account for revenues generated from life-long learning non-credit programs which would enable life-long learning to fund itself, including additional personnel necessary for program growth. (TF)	5/1/93	Controller Dir./CBCD	Accounting procedure to be implemented following ICCB and generally accepted principles and guidelines.
3.7 Consider establishing a separate function reporting for life-long learning. This function would be responsible for developing and implementing a strategic life-long learning educational plan (credit and non-credit) for the entire College District. Not only will this include centralized operations and coordinating departments on- and off-campus, but will also consist of internal and external contact for life-long learning program. (TF)	3/1/93	President AC	Prepare job description and discuss with AC for preparing recommendation to Board of Trustees.
3.8 Assess and evaluate individuals, businesses and other entities to ensure that life-long learning education will not be static, but out of necessity will reflect the changing interests, diversity and needs of the District. (A/Bd)	9/1/93 Continuous	Dir./CBCD	At least annually, a complete assessment of needs and offerings will be performed and submitted to the AC.
3.9 Separate non-credit/life-long learning education programs clearly from credit offerings in promotional materials, registration procedures, and include non-credit classes in the computer system to eliminate paperwork and streamline procedures. (TF) (See 1.9, 7.7)	9/1/93	Dir./Mkt. &PI Dir./Admin D.P. Dir./Admissions & Records Dean/Instruction Dir./CBCD	Study non-credit operations; computerize courses; develop promotional strategies.
3.10 Place more non-credit offerings into credit (vocational skills, for example) to increase revenues for the benefits of the students. (TF)	8/1/94	Dean/Instruction Dean/Students Dir./CBCD Academic Standards Committee	Write a position paper on credit/non-credit issue. Submit to AC for discussion and subsequent approval.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
3.11 Encourage full-time and part-time instructors to become more involved in developing ideas for courses and programs which can provide linkages or transitions from life-long living education programs to regular college programs. (TF)	10/1/95	Dir./CBCD	Prepare recommendations for AC consideration.
3.12 Link with community agencies that are dedicated to the life-long learning concept to better serve the community and avoid redundancy in programs. (TF)	9/1/94	Dir./CBCD	Develop a plan to accomplish objective.
3.13 Investigate and acquire alternative sources of funding such as grants, credit reimbursement from the state, and underwriting by corporations. (TF)	9/1/94	Dir./CBCD Dean/Finance Ex. Dir./Foundation	Prepare a plan to explore expanded funding opportunities and implement plan.
3.14 Develop more off-campus credit courses through the instructional divisions. (TF)	9/1/93	Dir./CBCD Dir./Clinton Ctr Dean/Instruction	Develop a needs analysis and projected offerings. Prepare a proposal for implementation period (first year).
3.15 Expand the number of locations where courses, both credit and non-credit, are offered in Decatur and throughout the District. (TF) (See 2.19)	9/1/93	Dir./CBCD Dean/Instruction Dir./Clinton Ctr	Identify future locations for NC/C offerings and report recommendations to AC.
3.16 Develop a system to better forecast the District's needs. (TF)	9/1/93	Dir./CBCD	Include under life-long learning plan (3.2).
3.17 Explore scheduling back-to-back off-campus classes. (TF)	9/1/93	Dir./CBCD Dir./Clinton Ctr	Prepare a plan for AC review.
3.18 Study the scheduling of only one-night-a-week classes for credit and non-credit. (TF)	7/1/93	Dean/Instruction Dir./CBCD	Prepare a report for AC consideration. Any changes from current practices to be implemented Fall 93.

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Institutional Plan

Primary Goal 4

Entering students who are not ready for college-level study shall be provided appropriate college preparatory programming of excellent quality.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
4.1 Create a college preparatory division responsible for the coordination of programming and support services for all students transitioning to college courses. Define the mission of this program seeking input from current faculty and staff. (A/Bd)	1993	President Dean/Instruction Assoc. Deans Faculty Dir./Adult Ed	Review role and scope of function and structure. Prepare recommendations for presentation to AC.
4.2 Develop cross training for appropriate faculty and staff to facilitate a better understanding of the program's mission and the operation of the various components of the college preparatory division. (A/Bd)	1994	Dean/Instruction Dir./Adult Ed	Develop a training program to include an orientation of objectives, procedures utilized, testing, etc.
4.3 Develop a comprehensive college orientation and testing center within the preparatory division that utilizes standardized tests and alternative assessment methods that include placement, diagnostic and evaluative testing. (A/Bd)	94/95	Dean/Instruction Dir./Adult Ed	Prepare a plan of operations for the testing center.
4.4 Utilize testing results to identify students' educational needs and refer students to appropriate support services throughout the college preparatory division. (A/Bd)	1994	Dir./Adult Ed	Train staff in statistical analysis of testing results. Set-up procedures for placement of students and implement.
4.5 Develop alternative open entry courses that utilize computer assisted learning systems and provide students with individualized instruction in a variety of subject areas. These courses could precede and/or complement existing preparatory programming. (A/Bd)	1994	Dir./Adult Ed	Implement individual courses for all preparatory programming.
4.6 Develop a special four and/or eight week orientation course for academically disadvantaged students for helping them successfully transition into college preparatory courses. (TF)	1993	Dir./Adult Ed	Develop and implement orientation program by 12/93.

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	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
4.7	Evaluate preparatory support services for biology, accounting, general business, and science courses, and consider additional college preparatory courses and/or tutoring to better prepare students to succeed in these courses. (TF)	1994	Dir./Adult Ed	Develop an evaluation system consisting of input from students, faculty, and staff, and use the results of various tests.
4.8	Expand recruitment efforts through community partnerships that will attract more preparatory students to the college setting. Begin by offering preparatory courses at sites where adult education courses are currently in existence. (TF)	94/95	Dir./Adult Ed	Prepare a 5-year plan for expansion of sites and recruitment efforts. Plan shall consist of annual goals, identify site needs, funding required, proposed locations, and planned recruitment activity.
4.9	Continue to provide high quality preparatory courses at levels and in areas that meet the needs of the District's students. (TF)	on-going	Dir./Adult Ed	Prepare a needs analysis and update on an annual basis. Also, utilize the evaluation process developed under 4.7 for ensuring quality and instructional content objectives.

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Primary Goal 5

The College will provide for professional growth and continued development of its faculty and staff which will result in enhancing both individual and institutional effectiveness.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
5.1	Conduct and enhance the Orientation Program for new employees. (TF)	1/1/93 (on-going)	Dir./Personnel	Update current Orientation Program and ensure all new employees are presented the program within a reasonable period after initial employment.
5.2	Provide continued opportunities for personal and professional growth of full- and part-time staff. (TF)	6/1/93	Dir./Personnel	Develop an enrichment and leadership development program, and revise the vacancy announcement and selection process.
5.3	Increase the ethnic diversity of the full-time faculty and staff across College. (TF)	9/1/93	Dir./Personnel	Revise the recruiting and selection process and prepare recommendations for meeting this objective in accordance with the Affirmative Action Plan.
5.4	Implement initiatives to sensitize faculty and staff to the needs of the multi-ethnic, multi-cultural population served by the College. (TF) (See 1.24)	8/1/93	Dean/Students Dir./Personnel	Prepare and present a plan to the AC. This plan shall address input received from others, i.e. a special committee may be selected to assist.
5.5	Continue promoting open communication to and among all College staff through college governance participation, in-service and staff development activities, open forums, team-building workshops, and social and recreational activities. (TF) (See 8.10)	7/1/93	Dir./Personnel Dir./Mkt. & PI	Develop a report and plan to accomplish this objective. Collect all current functions that deal with this objective, evaluate, and prepare recommendations for the future.
5.6	Initiate both traditional and innovative ways of recognizing faculty and staff for their hard work, commitment to the College's mission, team effort, and extra-ordinary customer service. (TF)	9/1/93	Dir./Personnel	Prepare a program that includes a variety of means for recognizing excellence. Include updates of current progress.
5.7	Employ additional full-time faculty in accordance with the approved priority list to improve the current ratio of full-time to part-time faculty, based on credit hour enrollments. (A/Bd)	9/1/96	Dean/Instruction	Prepare a priority list by 1/1/93 for employing new faculty. Start recommendations through budget process for 93-94, and every year thereafter until equitable full-time/part-time ratios are achieved for each program.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
5.8 Implement the mapping concept for evaluating work flow and improving efficiency. (A/Bd)	9/1/95	Dir./Personnel	Design system by 9/1/93. Pilot system during 93/94. Fully implement in 94/95.
5.9 Adopt a human resources plan for projecting future faculty and staff changes due to retirements, growth, and structure adjustments. (A/Bd)	8/1/94	Dir./Personnel	Prepare an analysis of staffing needs and report projections to AC.
5.10 Update the staff handbook and distribute to employees. (A/Bd)	93/97	Dir./Personnel	Annually update and present to AC by August of each year.
5.11 Update each job description annually. (A/Bd)	93/97	Dir./Personnel	Annually update and present to AC by September of each year.
5.12 Review personnel evaluation system on an annual basis. (A/Bd)	93/97	Dir./Personnel	Annually update and present to AC by September of each year.
5.13 Develop an exit interview system for the College. (A/Bd)	93/97	Dir./Personnel	Prepare an exit questionnaire and procedure and present to AC.
5.14 Investigate the feasibility of using volunteers on a regular basis to assist current staff with added workloads. (A/Bd)	93/94	Dir./Personnel	Survey departments to identify skill areas where volunteers could be used and develop a report for the AC by 10/1/93.
5.15 The College should remain fully committed to selecting well qualified personnel, and subscribing to affirmative action initiatives. (A/Bd)	93/97	Dir./Personnel	Develop a plan by 7/1/93 for complying with a college AA plan.
5.16 Establish a permanent endowment fund for funding faculty projects which benefit students through better teaching. (A/Bd) (See 10.4)	95/96	President Ex.Dir./Foundation	Develop a plan and goals for achieving objectives, present to Board and execute by 4/1/95.
5.17 Provide training for faculty and staff to enhance their awareness and ability to work with multi-cultural students and students with diverse backgrounds. (A/Bd) (See 5.4, 1.24)	9/1/95	Dean/Students	Sponsor workshops on working with multi-cultural students. Bring in resource people.

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Primary Goal 6
In support of the instructional process, the College is committed to further enhancing academic support services.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
6.1 Continue to support the LRC for the latest in technology for the CLSI on-line catalog, CD-Rom for periodical searching, a FAX system with SILO for interlibrary loan of periodicals, and computer searching for books on the Illinois On-line system. As technologies become easier to use, technology services need to be expanded. (TF)	93/97	Assoc. Dean/LRC	Identify needs, set priorities, and submit recommendations through annual budget process and at Budget Hearings.
6.2 Consider with the continued growth and usage of the LRC during the evening hours, assigning a part-time professional during these hours. (TF)	93/97	Assoc. Dean/LRC Dean/Instruction	Prepare a staffing recommendation for FY 1993-94 budget preparation. Presently current full-time professional staff are scheduled some evenings. Report to AC this action by 3/1/93.
6.3 Continue to strengthen the LRC holdings to meet ACRL/AECT standards. The collection is now at 28,000 volumes. The standards call for a collection of 40,000. Present expansion with weeding is 800-1000 volumes per year. (TF)	93/97	Assoc. Dean/LRC Ex. Dir./Foundation Dean/Finance	Prepare a plan for annually increasing the number of volumes and report to AC for action by 5/1/95.
6.4 Require new funding to the budget for the development and continuation of an allied health (nursing) collection. (TF)	93/95	Assoc. Dean/LRC Ex. Dir./Foundation Dean/Finance Assoc. Dean/Allied Health Dean/Instruction Hosp. Nursing Ed. Dirs.	Include in plan under 6.3. Also, dollar amounts per year to be identified.
6.5 Develop and institute a college policy for reports and college materials to be systematically sent to the LRC to be cataloged and kept in the Archives Collection. (TF) (See 2.16, 8.2)	4/1/94	Dir. Admissions & Records Assoc./Dean/LRC	Prepare a report on procedures to apply to submitting materials to LRC.
6.6 Consider a replacement budget for audio visual equipment and include it in the budget process. (TF)	3/1/94 (94/97)	Assoc. Dean/LRC Dean/Finance	Establish a depreciation schedule and include in equipment budget an annual allowance for depleted AV equipment.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
6.7 Expand the Study Assistance Center services and staffing with degreed tutors. An alternative source for funding should be examined. (TF)	7/1/93 (93/95)	Assoc. Dean/Comm. Dean/Finance Dir./Adult Ed	This recommendation was partially implemented on 7/1/92 with the SAC moving to a larger facility and some staffing changes. Funding and a plan for staffing and expansion are to be completed by 3/1/93 for budget process with full implementation of plan by 7/1/93.
6.8 Review the Copy Center's five year plan with projected costs for replacement equipment and up-graded processes. (TF)	1/1/93 (93/97)	Supervisor/Copy Center Dean/Finance	Prepare a proposal for budget process.
6.9 Review the Graphics Center's plan for development of materials on marketing the Shilling Center. (TF)	2/1/93	Coordinator/Graphic Ctr Dir./CBCD Dir./Mkt. & PI	Update plans and procedures for coordinating graphics support of Shilling operations.

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Primary Goal 7

The College will ensure the continuance of effective and efficient allocation and management of its financial resources, and will pursue new and resourceful methods of financial management and fiscal accountability.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
7.1	Prepare a comprehensive tuition and fee analysis report for assisting with the determination of future adjustments. (TF)	4/1/93	Dean/Finance Dean/Students Select Committee Student Rep.	Update the 1992 report, complete budgeting analysis, project all revenues, and present recommendations to AC.
7.2	A local, community-wide committee should be formed to study the feasibility of passing a tax referendum for adjusting the College operational tax rates. (TF)	1/1/94	President Dean/Finance Select Committee Dir./Mkt. & PI	Prepare a case for support, which includes revenue analysis, needs, operational comparable rates at other area community colleges, and recommendations.
7.3	Continue to explore new sources of revenue. This process should include: exploring new investment options, expanding business/industry cooperative agreements, promoting special programs and seminars to raise funds for related areas, and increasing current fees to cover actual costs. (TF)	10/1/93	Dean/Finance Dir./CBCD Ex Dir./Foundation Select Committee	Investigate alternative sources, prepare report, and submit recommendations to AC.
7.4	Implement a cost analysis for programs and services. Each program or service would be reviewed on a regular basis for continuation, change, or elimination. (TF)	9/1/93	Dean/Finance Controller Dir./Admissions & Records	Develop a model by 6/1/93, test reports to be used, target six programs for 92-93 and balance in 93-94. Support services analyzed in 93/94.
7.5	Plan to explore requesting the district's citizens to allow an extension of the bond levy after bonds are retired in 1995. This would provide the college with financial resources for continuing with building program. (A/Bd)	1/1/94	President Dean/Finance Select Committee Dir./Mkt. & PI	Analyze needs and financial data. Determine options. Prepare recommendations.
7.6	Continue to improve faculty and staff participation in the budget development process. (A/Bd)	2/1/93 (on-going)	Dean/Finance Controller	Prepare amendments to budget development process that will enhance faculty and staff participation.

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	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
7.7	Develop a plan for expansion of the current computer systems to meet the needs of the college. (A/Bd) (See 1.8)	7/1/93	Dir./Admin DP	Develop a survey to gather information on the future needs of the users of the administrative system. Use this information to draft a plan and present this plan for discussion to the AC by July.
7.8	Develop a disaster recovery plan that will detail the steps needed to be performed if a major catastrophe were to render the administrative data processing computer useless. (A/Bd)	7/1/94	Dir./Admin DP Dir./O & P	Complete worksheets provided in "Disaster Recovery Plan" notebook ordered and received earlier. Include other individuals within the college who may be affected and present the plan to the AC for review.

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Primary Goal 8
The College is committed to providing efficient and effective administrative support services in support of the institutional mission.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
8.1	Consider a new full-time maintenance position for the expanded workload. (TF)	3/1/94	Dir./O & P Dean/Finance	Submit justification during budget development process.
8.2	Develop a plan for replacement of equipment and new equipment purchases. (TF) (See 2.16)	3/1/94	Dean/Finance Dir./O & P Controller	Recommendation to be developed and submitted to AC.
8.3	Consider Richland appoint one individual to be responsible for all facility use by outside organizations or individuals other than Richland. (TF) (See 9.10)	3/1/93	President Deans	Review alternatives with AC.
8.4	Purchase a software package which can assist in the scheduling of rooms for meetings. (TF)	3/1/93	Dir./Admn. DP Dir./CBCD Dean/Instruction	Research various packages and submit recommendation during budgeting process.
8.5	Consider additional security personnel due to increased enrollment and the expanded campus. (TF)	3/1/94	Dir./O & P	Submit recommendation during budget process.
8.6	The current TV surveillance system should be expanded to include Shilling. (TF)	2/1/93	Dir./O & P	Follow-up with Student Senate for their pledge to fund.
8.7	Establish a bookstore committee to review current operations and to study its future management/ structure. (TF)	1/1/94	Dean/Finance Dir./O & P Controller	Analyze bookstore operations to include financial analysis and submit a report to AC.
8.8	Study existing college facilities for the possibility of allocating more space to the bookstore. (TF)	5/1/94	Dean/Finance Dir./O & P Controller	Include with 8.7 report.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
8.9 Gain input from the faculty and staff on improving support services of the College. (A/Bd)	8/1/93	Dir./Mkt. & PI Dean/Finance	Prepare a survey that allows the faculty and staff to evaluate admin. support services and comment on ideas for improving. This would be an annual exercise and should include: Payroll, purchasing, travel, invoice, bookstore, cafeteria, copy center, graphics, secretarial pool, custodial, maintenance, fringe benefits admin., student activities, counseling, admissions, personnel, staff communications, AV support, etc.
8.10 Develop a plan to expand communications outside and within the College. (TF) (See 5.5) 1. "Town Meetings" - an information sharing session between administration and staff. Try on quarterly basis and invite Board of Trustee members to attend. 2. Devote space in *enRICH* each month for "Administrator's Corner" the content of which could be informational or editorial in nature. Share publications with different media. 3. Have the President invite staff from each division for breakfast or luncheon meetings to discuss current events at Richland. Keep groups small and on monthly basis. Perhaps could also do dessert sessions with part-time faculty in the evening. Consider the same approach for meetings with community citizens. 4. Dedicate bulletin board space for the Personnel Department in the staff lounge for posting of jobs, information concerning benefits, staff development activities, wellness programs, etc.	7/1/93	President Dir./Mkt. & PI	Review current communications processes, update, revise, and submit to AC a comprehensive program for implementation for 93/94. Plan to include all areas of the objective.

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Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
8.11 Submit Richland's nomination for the 1993 ICCB Substance Abuse Education and Prevention Award. (A/Bd)	7/1/93	Dir./Mkt. & PI Dean/Students	Acquire from ICCB the criteria and proceed to accomplish the criteria through the implementation of an effective program. Submit nominations in 1993.
8.12 Submit Richland's nomination for the ICCB Cost Incentive Award for 1993. (A/Bd)	3/1/93	Dir./Mkt. & PI President Deans	Determine with the President the program that will be submitted and comply with all criteria for the award.
8.13 Submit Richland's nomination for the ICCB Annual Teaching/ Learning Award. (A/Bd)	3/1/93	Dir./Mkt. & PI Dean/Instruction Assoc. Deans	Determine with the President the program to be submitted.
8.14 Submit Richland's nomination for the ICCB Annual Workforce Preparation Program. (A/Bd)	3/1/93	Dir./Mkt. & PI Dir./Adult Ed. Dir./CBCD	Prepare nomination in accordance with the ICCB criteria.
8.15 Develop a plan (and implement) for recruiting and retaining an audience for theater, art, music, and other culture events. Such a plan would address the approach for marketing these events throughout the District.	12/1/93	Dir./Mk.t & PI Mkt. Committee Assoc. Dean/Comm Faculty	Present a plan to the AC for approval.

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Primary Goal 9
The College will strive to furnish sufficient and appropriate physical facilities to accommodate programs and services for its students.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
9.1 Plan for construction of additional educational space to eliminate certain crowded conditions and to accommodate new programs and expanded enrollments. (TF)	10/1/93	Dir./O & P Dean/Finance	Prepare a plan for future facility needs. Prepare request to ICCB for funding recommendation.
9.2 Study college parking needs. Include in plan new lots and paving of gravel lot. (A/Bd)	10/1/93	Dir./O & P Dean/Finance	Prepare an analysis of parking based on projected enrollment. Prepare plan for paving gravel lot.
9.3 Continue development of grounds to include recreational areas and landscaping. (A/Bd)	11/1/93	Dir./O & P President Dean/Finance	Update plan and fix a schedule of events for landscaping over the next five years.
9.4 Pursue continuation of joint venture with YMCA and YWCA for a multi-purpose facility at RCC. (A/Bd)	On-going	President	Committee members to continue working on joint effort. Progress reports to be made to AC.
9.5 Ensure that the Shilling Center facility is prepared to accommodate the new physical fitness program. (TF)	6/1/93	Assoc. Dean/SNS Dir./O & P	Equipment is installed and facility is fully operational.
9.6 Continued funding of Building Renovation and Equipment Replacement Fund. (A/Bd)	Annually	Dean/Finance	Consider at the end of each fiscal year funding for the Building Renovation Equipment Replacement Fund.
9.7 Update current Master Plan for proposed facilities, grounds and parking. (A/Bd)	1/1/94	Dean/Finance Dir./O & P	Tasks to be: selection of architect and planning committee by 7/1/93. Share concepts and information with architect by 9/1/93. Present concepts/ approaches to AC by 1/1/94, and present recommendations to Board of Trustees by 3/1/94.
9.8 Develop continuous program of needed facilities renovation. (A/Bd)	9/1/93 (94/95)	Dir./O & P	Prepare a report of currently needed renovation projects and develop future plans.
9.9 Develop in coordination with the Student Senate an anti-litter program for the campus building and grounds. (A/Bd)	11/1/93	Dir./O & P Senate President Dean/Finance	Prepare a plan which includes education, awareness, needed assistance, building and grounds improvements, signs, etc.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
9.10 Review procedures for scheduling rooms/facilities to ensure maximum use and benefit to students and other users. (A/Bd) (See 8.3)	9/1/93	President Deans	Review current procedures for assigning/scheduling rooms; make changes where necessary; report results to Administrative Council.

Institutional Plan

Primary Goal 10

The College will continue to support and assist the efforts and activities of the RCC Foundation, and to encourage the Foundation's involvement in college activities which promote the growth and development of faculty and staff, enhancement of educational programs, and service to students.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
10.1 Develop a solid program to contact and enlist the help of the alumni. (TF)	9/1/93	Ex. Dir./Foundation	Plan and procedures developed by 7/1/93 and fully implemented by 9/1/93.
10.2 Develop a program to organize RCC employees' families and encourage their payroll deduction support and at a minimum, get their solid support on assisting the Foundation with leads and assisting in solutions. (TF)	9/1/93	Ex. Dir./Foundation Select Committee Controller	Plan developed and approved by 5/1/93.
10.3 Work to focus the annual giving campaign by soliciting for specific projects rather than just asking for money. (TF)	4/1/93	Ex. Dir./Foundation	A case for support developed by 2/1/93 for FY 1993-94.
10.4 Assist with total campaign goals for the Foundation of cash and wanted in-kind gifts: (TF)			
-$5,000,000 by the end of FY 1993 -$6,000,000 by the end of FY 1994 -$7,000,000 by the end of FY 1995 -$8,000,000 by the end of FY 1996 -$9,000,000 by the end of FY 1997	93/97	Ex. Dir./Foundation	Prepare a plan by 3/1/93 for accomplishing these goals and submit such plan to AC.
10.5 Continue to write and post a Newsletter to the names and addresses of Alumni two times a year, and update alumni files retrieving students records back to 1973. (TF)	93/94	Ex. Dir./Foundation Dir./Mkt. and PI	Publish and distribute a newsletter semi annually; complete alumni file by 7/1/94.
10.6 Solicit Alumni and Friends to buy a brick on the Shilling Wall. Goal 100 at $300.00. (TF)	1/1/93	Ex. Dir./Foundation	Goal accomplished by 7/1/93. Develop approach to be used and approved by AC by 3/1/93.
10.7 Seek Alumni to use Shilling Center for reunions, class meetings/tours and talk about Richland today/tomorrow. (TF)	4/1/93	Ex. Dir./Foundation Dir./Mkt. & PI Deans	Set up plan by 2/1/93 to accomplish and communicate this goal.
10.8 Push campaign for contributions on an annual basis. (TF)	Annual	Ex. Dir./Foundation	Ensure that the annual campaign total grows each year.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
10.9 Provide help for projects or help-needed tasks with students, staff and the public. For educational goals, referendums, etc. (TF)	Annual	Ex. Dir./Foundation	Ensure that the Foundation does play a contributing role in any plan promoted by the College.
10.10 Establish special endowments and allocations to support distinguished teaching chairs. (A/Bd)	7/1/96	Ex. Dir./Foundation	Establish a plan, implement, and complete. Progress reports to AC annually.
10.11 Establish special endowments to support student scholarships. (A/Bd)	7/1/95	Ex. Dir./Foundation	Establish a plan, implement, and complete. Progress reports to AC annually.
10.12 Expand relationships with corporations, other private foundations, and philanthropies to increase giving from those sectors. (A/Bd)	7/1/97	Ex. Dir./Foundation	Develop a plan and report annually to AC on progress.
10.13 Develop new contacts with business and industry for the purpose of underwriting start-up costs for new technical programs needed to keep pace with fast-changing technologies. (A/Bd)	7/1/94	Ex. Dir./Foundation Dir./CBCD Assoc. Dean/ITM	Develop a plan after gaining input from Associate Dean of Industrial, Technology and Mathematics implement and report to AC annually.
10.14 Gain support for cultural activities in the fine and performing arts so that these activities will be a self-sustaining, permanent attribute of the community. (A/Bd)	7/1/95	Ex. Dir./Foundation Assoc. Dean/Comm.	Prepare a plan, implement and report to AC annually on progress.
10.15 Review the structure for development activities (grantsmanship fund-raising, the foundation coordination, etc.). (TF)	7/1/94	President Ex. Dir./Foundation	Review the total development effort and prepare recommendation for future structure. Include grant writing and procurement.

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Primary Goal 11

The governance of the College shall be strengthened through a redefinition and reaffirmation of the role various constituencies play in contributing to decision-making processes; the involvement of faculty and staff in the governance of the College will be strengthened through participatory governance structures.

	Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
11.1	The College should consider streamlining related tasks, such as adult re-entry, preparation of adult students for college, and adult education in general, within a single office. (TF) (See 3.7)	9/1/93	President Dean/Instruction Dean/Students Dir./Adult Ed	Study organizational structure, adult education program, student demographics, student recruitment, etc. and prepare a report to AC.
11.2	The College should explore the faculty and staff roles in administration and governance. (TF)	12/15/93 (93/96)	President	Review participatory model of governance and prepare any recommended changes for AC review.
11.3	Conduct a comparison study regarding administrative costs at similar institutions to compare Richland's costs to those of other colleges. (TF)	7/1/94	Dean/Finance	Incorporate objective into cost model to be developed and reported on all college operations.
11.4	The College will continue to develop a state-of-the-art management information system in the areas of student services, finances, instruction, personnel, development, physical plant, etc. (A/Bd)	6/30/94	Dean/Finance Dir./Admin DP Deans	The total MIS approach to be reviewed and organized into a plan for the future.
11.5	The College will consider a formal planning function (Institutional Research) be incorporated into the organizational structure. (A/Bd)	93/94	President	Tasks and needs to be reviewed and outlined for AC consideration.
11.6	Continue to encourage teamwork and collaboration in improving programs and services. This shall be an on-going program. (A/Bd)	93/97	President Deans	The effect of collaborative leadership and management practices should be reviewed annually.

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Primary Goal 12

Effective teaching and support services are the criteria for accomplishing institutional success, therefore, the College will ensure the effectiveness of education and support operations through a highly functional and accountable assessment program.

Primary Objectives	Time Frame	Primary Responsibility	Evaluation Strategies
12.1 Develop and implement an institutional effectiveness model. (A/Bd) 1. Determine critical success factors. 2. Determine units of measurement. 3. Determine standards.	6/30/94	Dean/Students Dean/Instruction Dean/Finance Dir./Admissions & Records Dean/Instruction	A college-wide assessment process will be designed to measure outcome measures. This process to be a collective process of faculty, staff, and students.
12.2 Develop a procedure for cyclical review of all programs and services. (A/Bd)	6/30/94	Dean/Student	A part of objective 12.1.
12.3 Pursue the accomplishment of the objectives identified in the resource allocation/reallocation survey report. (A/Bd)	93/94	President Deans	Accomplishment of each objective within the report will be evaluated separately in accordance with the established measurable criteria and timetable.
12.4 Monitor and report on progress of accomplishments of goals and objectives as listed herein, recognizing that this document is a living plan that will be modified and updated on a regular basis. (A/Bd)	Annually & more often as necessary	Dean/Finance Dean/Instruction Dean/Students	An annual report on the status of each objective will be made to the president by December 1 of each year.

Note: The staff member holding first position listed under each objective throughout the plan shall be responsible for ensuring organization, planning, and leading toward accomplishment of the objective.